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National-Louis University

1998-2000

Graduate Catalog

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National-Louis University

1998-2000 Graduate Catalog

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College of Arts and Sciences
College of Management and Business
National College of Education

Excelling Since 1886 as National College of Education

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University Library
NATIONAL-LOUIS UNIVERSITY
Evanston, IL 60201

Illinois Campuses

Evanston Campus
2840 Sheridan Road
Evanston, Illinois 60201-1796
847/475-1100
1-800/443-5522
FAX 847/256-1057

Chicago Campus
18 South Michigan Avenue
Chicago, Illinois 60603-3032
312/621-9650
FAX 312/621-1205

Wheaton Campus
200 Naperville Road
Wheaton, Illinois 60187-5422
630/668-3838
FAX 847/668-5883

Wheeling Campus
1000 Capitol Drive
Wheeling, Illinois 60090
847/465-0575
FAX 847/465-0594

Elgin Campus
620 Tollgate Road
Intersection of I-90 (Northwest Toll Road) and Hwy. 31
Elgin, Illinois 60123
708/695-6070
FAX 708/931-5574

Academic Campuses in Other Locations

Atlanta Campus
Blackstone Centre
1777 Northeast Expressway, Suite 250
Atlanta, Georgia 30329-2440
404/633-1223
FAX 404/633-1255

Heidelberg International Campus
Rohrbacher Strasse 47
69115 Heidelberg
Germany
011-49-6221-29025
FAX 011-49-6221-163851

Northern Virginia/Washington, D.C. Campus
McLean Site
8000 Westpark Drive, Suite 125
McLean, Virginia 22102
703/749-3000
FAX 703/749-3024

Washington, D.C. Site
1325 G Street
Suite 740
Washington, D.C. 20005
202/783-1658
FAX 202/638-0199

Milwaukee/Beloit Campus
Milwaukee Site
325 N. Corporate Drive, Suite 200
Brookfield, Wisconsin 53045-5861
414/792-3699
FAX 414/792-3680

Beloit Site
501 Prospect Street
Beloit, Wisconsin 53511
608/364-3999
815/962-6644
FAX 608/364-3988

St. Louis Campus
12412 Powerscourt Drive, Suite LL20
St. Louis, Missouri 63131
314/822-2110
FAX 314/822-2334

Florida Regional Campus
Tampa Site
4890 West Kennedy Blvd, Suite 100
Tampa, Florida 33609
813/286-8087
FAX 813/287-0246

Orlando Site
604 Courtland Street, Suite 150
Orlando, Florida 32804-1313
407/629-1000
FAX:407/629-2915

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The University



Opposite page: Miss Elizabeth Harrison (left), founder and first president, 1886-1920, with Miss Edna Dean Baker, student in class of 1908 and second president, 1920-1949.

President's Welcome



The President

National-Louis University

2840 Sheridan Road Evanston, Illinois 60201-1796
847. 475.1100 ext. 2200 Fax: 847. 256.9451

June 29, 1998

Dear Student:

Welcome to National-Louis University! You have made an excellent choice.

You can expect of National-Louis University a great deal: responsiveness to change in you, in our culture, and in the workplace. We are eager for your success and our resources are organized to assure it.

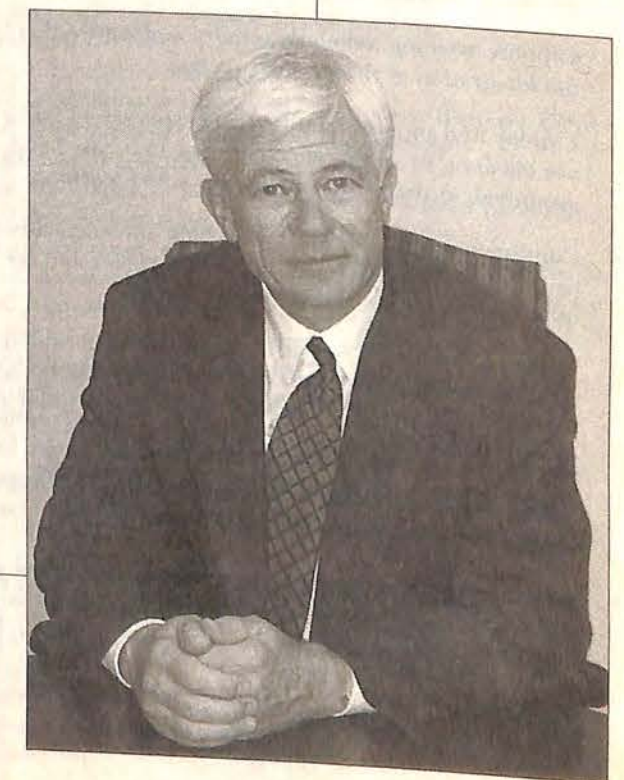
We at National-Louis University expect a great deal of you: that you want to grow, that you are energized and determined, that you want to succeed, and are prepared to make the sacrifices necessary to complete a degree at National-Louis University.

All of us in the National-Louis University community welcome you and pledge our support of your worthy efforts.

Sincerely,

Curtis L. McCray
President

Excelling since 1886 as National College of Education



Statement of Mission

The mission of National-Louis University is to develop highly competent and humane individuals for service and leadership through quality academic programs. National-Louis University is a private, independent, comprehensive, not-for-profit university with a mission to educate a broad range of students, including those who historically have had limited access to higher education. Central to this mission is the commitment to facilitate that access to academic programs, provide academic support, integrate knowledge across disciplines, and encourage the active participation of learners. The education provided by National-Louis University enables the learner to fulfill personal and professional goals as a citizen of a diverse society and a global community.

Purposes

In addition to the mission, the University is committed to a definitive set of institutional purposes. The University endeavors to :

1. Educate individuals for service and leadership through academic programs at the prebaccalaureate, bachelors, masters, advanced certificate, specialist, and doctoral levels.
2. Sustain a university environment which optimizes learning and inquiry for students and faculty.
3. Emphasize the development of individuals and organizations through innovative programs locally, nationally and internationally.
4. Support teaching, scholarly inquiry and service that lead to the integration of theory and practice.
5. Employ and support qualified and experienced faculty who use teaching strategies which are research based and grounded, in theory and encourage active learning.
6. Continuously monitor and assess both student academic progress toward NLU's educational purposes and the quality of academic programs and services.
7. Ensure a financially secure institution through sound financial management that includes an aggressive capital fund and development program and a decision-making process based on academic planning.
8. Establish and maintain a diverse community of students, faculty, administration, staff and trustees.
9. Recruit and retain appropriate numbers of qualified students through a sound enrollment management strategy based on academic planning.

10. Provide remuneration and conditions for professional and career development for all National-Louis University personnel competitive with comparable institutions of higher education.
11. Provide student services which complement the academic programs, help students in achievement of personal and professional goals and facilitate student development.
12. Provide comprehensive academic support services for students, faculty and academic programs across the university.
13. Develop and maintain effective internal and external communications.
14. Support appropriate university governance structures which will strengthen collaboration among faculty, administration and the Board of Trustees.

National-Louis University: A Brief History

For more than a century, National-Louis University has served those who serve others.

The institution was founded as National College of Education in 1886 by Elizabeth Harrison, a pioneer in elementary and early childhood education. Under Harrison's leadership, National College of Education championed the concept of kindergarten teaching in America and was one of the first teacher's colleges in the country to offer a four-year program culminating in the bachelor of education degree. National College of Education also was instrumental in the founding of the PTA and later played a major role in launching the national Head Start program.

The institution relocated its main campus from Chicago to Evanston in 1926. National-Louis University today serves students from five campuses—Evanston, Wheaton, Wheeling, Elgin, and Chicago. National-Louis University also has campuses in five states, the District of Columbia, and Heidelberg, Germany.

The growth of traditional education programs was followed by the development of programs in allied health, applied behavioral sciences, and human services. The institution formally organized the latter programs in 1982 under the Michael W. Louis School of Arts and Sciences.

Another rapid growth area, business programs, culminated in the formation in 1989 of the School of Management and Business.

The institutional name, National-Louis University, unites the great name of National College of Education with that of trustee and benefactor Michael W. Louis. The Louis gift, a major financial gift that spearheaded the transition in 1990 from college to university, is among the largest to private education in the State of Illinois. Three colleges comprise National-Louis University—National College of Education, the College of Arts and Sciences, and the College of Management and Business.

National-Louis University continues to serve students who are traditional to higher education as well as students who face special challenges in continuing their education. The student body includes adults who are working full time or contemplating career changes, teachers and administrators who want to further their education while continuing to work in their fields, and immigrants and other language minorities with limited English skills.

National-Louis University offers 14 degrees extending to the doctoral level and certificate programs across its three colleges plus more than 60 academic programs. The University serves more than 15,000 students annually from its five Chicago-area campuses and at campuses in Northern Virginia/Washington, D.C.; St. Louis, Missouri; Milwaukee/Beloit, Wisconsin; Tampa/Orlando, Florida; Atlanta, Georgia; and Heidelberg, Germany.

Accreditation

National-Louis University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, 30 N. LaSalle St., Suite 2400, Chicago, IL 60606 (312)263-0456. The Medical Technology program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences. The Radiation Therapy program is accredited by the Joint Review Committee on Education in Radiologic Technology. The Respiratory Therapy program is accredited by the Joint Review Committee for Respiratory Therapy Education and the Commission of Accreditation of Allied Health Education Programs. The Addictions Counselor Training Program, within the Department of Human Services, is accredited by the Illinois Alcohol and Other Drug Abuse Professionals Certification Association, Inc. Selected programs in the National College of Education are approved by the Illinois State Board of Education for teacher certification.

State Approvals

The University is authorized to operate within specified community college districts in the State of Illinois by the Illinois Board of Higher Education; in Northern Virginia by the Council of Higher Education of the Commonwealth of Virginia; in Florida by the State Board of Independent Colleges and Universities of the Florida Department of Education; in Georgia by the Georgia Nonpublic Postsecondary Education Commission; in Missouri by the Coordinating Board for Higher Education; and in Washington, D.C. by the Education Licensure Commission of the District of Columbia. In Wisconsin, the University is licensed to operate by the Educational Approval Board and has approval of selected course work for continuing education of teachers from the Department of Public Instruction. In addition, the Wisconsin Department of Public Instruction has approved the Administration and Supervision program for certification and the Master of Arts in Teaching in Elementary Education for 3-year provisional certification. In Germany, the University is authorized to operate by the German Ministry of Education.

Florida: In the State of Florida, National-Louis University holds Regular Licensure from the State Board of Independent

Colleges and Universities of the Florida Department of Education to operate as a university, to offer programs of instruction, and to award degrees.

Notice: Credit and degrees earned from colleges in the State of Florida which are licensed by the State Board of Independent Colleges and Universities do not automatically qualify the holder for a Florida teaching certificate. Any person interested in obtaining a Florida teaching certificate should contact the Office of Teacher Certification, Department of Education, Tallahassee, FL 32399.

The Master of Education program in Interdisciplinary Studies in Curriculum and Instruction does not provide for teacher certification by the Florida Board of Education. It is intended only for teachers who already hold certification.

Membership List

National-Louis University maintains institutional memberships in the following organizations:

American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of University Women
American Council on Education
Association of Governing Boards
Association for Institutional Research
Chicago Chamber of Commerce
College and University Personnel Administrators
Council for the Advancement of Experiential Learning
Evanston (Illinois) Chamber of Commerce
Federation of Independent Illinois Colleges and Universities
Illinois Association of College Admissions Counselors
Illinois Association of Colleges for Teacher Education
Illinois Association of Collegiate Registrars and Admissions Officers
Institute of Educational Research
National Association of College and University Business Officers
National Association of Foreign Student Advisors:
Association of International Educators
National Association of Independent Colleges and Universities
National Association of International Educators
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National University Continuing Education Association
North Central Association of Colleges and Schools
Northern Illinois Business Association
Society for College and University Planning
The College Board
West Suburban Post-Secondary Consortium
Wheeling (Illinois) Chamber of Commerce
Wilmette (Illinois) Chamber of Commerce

Service Members Opportunity Colleges (SOC)

National-Louis University participates in the SOC program. For more information contact the Director of Graduate Admissions (847/475-1100, ext. 5572).



Evanston, IL



Wheaton, IL



Chicago, IL



Elgin, IL



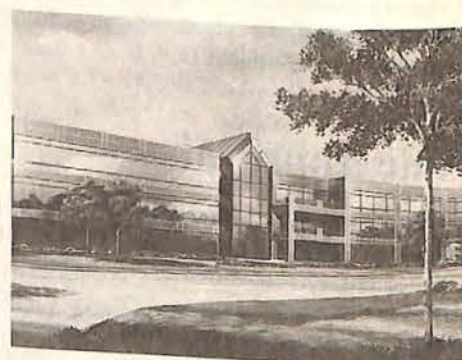
Milwaukee, WI



Heidelberg, Germany



Tampa, FL



St. Louis, MO



Northern Virginia/Washington, D.C.



Wheeling, IL



Atlanta, GA

Facilities

Chicago Campus

The Chicago Campus at 18 South Michigan Avenue occupies six floors of an historic landmark office building. Facilities include classrooms, developmental skills laboratories, library, bookstore, computer laboratories, and the Language Institute.

The campus location in the heart of Chicago's active downtown area creates an ideal setting for programs in the College of Arts and Sciences, National College of Education, and the College of Management and Business, the latter of which is based at the Chicago Campus. This campus also houses the Language Institute serving students for whom English is a second language. Situated one block from the Art Institute of Chicago, Goodman Theater, Orchestra Hall, and scenic Grant Park, the campus is within walking distance to these and other Chicago cultural and recreational activities.

With classes scheduled during daytime, weekend, and evening hours, the Chicago Campus furthers National-Louis University's commitment to serving both traditional and nontraditional student populations.

Evanston Campus

National-Louis University's main campus sits on four acres on the border of the northern Chicago suburbs of Evanston and Wilmette at 2840 Sheridan Road.

Academic facilities are housed in Keck Hall and Sutherland Hall. Keck Hall, renamed after long-time Board of Trustee Chairman Robert C. Keck, also is the home of the Weinstein Center for Performing Arts, renowned on the North Shore for attracting leading musical and dance performers. Sutherland Hall contains the University Library and the Baker Demonstration School, a laboratory school serving preschoolers through eighth graders. Additional administrative and academic offices are located in former private residences surrounding the main building.

The Evanston Campus also is the site of the Baker Residence Hall which houses faculty offices and living areas for undergraduate students and those who serve and work with them.

Wheaton Campus

National-Louis University began offering graduate education classes in the western suburbs in 1976. As these offerings grew to accommodate the population boom in DuPage County, the earlier facilities in Lombard were no longer adequate to meet the growth in students and program offerings. The University purchased the former DuPage County courthouse complex at 200 S. Naperville Road, where the campus moved during the summer of 1993.

The campus serves a rapidly growing student body with upper-level undergraduate and graduate programs in the

College of Arts and Sciences, National College of Education and the College of Management and Business; a majority of these students are working adults.

Along with the academic programs, the Wheaton Campus also offers unique services through its Center for Learning, Teacher Leadership Center, and CAS Counseling Center.

Wheeling Campus

The opening of National-Louis University's Wheeling Campus, in January, 1994, further exemplifies the University's commitment to making higher education attainable for working adults.

No stranger to Chicago's northwest suburbs, National-Louis University had served Wheeling and surrounding communities for many years by offering courses at rented facilities. Classes at the Wheeling Campus, a permanent site located near the intersection of Palatine and Wolf Roads, are easily accessible to busy adults who live and work in northwest Cook and Lake Counties.

Program options at the Wheeling Campus include numerous graduate degree programs from National College of Education, the College of Arts and Sciences, and the College of Management and Business; upper division undergraduate degree programs from the College of Arts and Sciences and National College of Education.

The Wheeling Campus occupies a modern, three-story office building with ample parking. Approximately 180 University faculty, staff members, and administrators are based on the Wheeling Campus.

Elgin Campus

The Elgin Campus is conveniently located at the intersection of I-90 (Northwest Tollway) and Route 31 at 620 Tollgate Road. The Campus' location in the beautiful Illinois Fox Valley can be accessed from any direction.

The Elgin Campus boasts a fine faculty drawn from the metropolitan Chicagoland area. With classes offered late afternoons, evenings and weekends, working adults at the undergraduate or graduate level can easily attend classes. Housed in a modern office complex, the campus includes classrooms, administration and faculty offices, an electronic library, computer laboratory, and student lounge.

Programs available through the College of Arts and Sciences are the Bachelor of Arts in Applied Behavioral Sciences (in an accelerated learning format), the Bachelor of Arts in Human Services, and the Bachelor of Arts in Psychology. Offered at the graduate level are in the Master of Science in Human Services with a counseling concentration, the Master of Arts in Psychology, and the Master of Arts in Adult Education.

The College of Management and Business offers the Bachelor of Science in Management, the Master of Business Administration and the Master of Science in Managerial Leadership, presented in an accelerated learning format.

National College of Education offers undergraduate and graduate programs. Students have the opportunity to complete either an undergraduate or graduate degree and earn Illinois State elementary teaching certification. For practicing teachers, several graduate programs are available. Also offered at the Elgin Campus is the doctoral program in Educational Leadership.

Campuses Outside of Illinois

St. Louis Campus

The St. Louis Campus of National-Louis University, located at Manchester/270, was founded in 1984 with the adult learner in mind. The oldest of the University's out-of-state campuses, it is steeped in the century-old tradition of innovation, commitment, and academic excellence that has been the trademark of the institution since its founding in 1886 as National College of Education.

The St. Louis Campus provides continuing education for adults employed full time through accelerated programs in which students attend class at convenient times and locations close to home or their place of employment.

St. Louis area students can pursue the Bachelor of Arts in Applied Behavioral Science, the Bachelor of Science in Management, the Master of Science in Managerial Leadership, the Master of Business Administration, the Master of Science in Human Resource Management and Development, or the Master of Education in Interdisciplinary Studies in Curriculum and Instruction or the Certificate of Advanced Study in Curriculum and Instruction. All classes meet at the center, in West County, downtown, in the Central West End of St. Louis, and North and South County locations.

The academic center's facilities include administrative offices, classrooms, an electronic library and faculty offices. A full range of university services—including enrollment counseling, financial services, student affairs, information and library assistance, and academic development—are provided at the campus.

Northern Virginia/ Washington, D.C. Campus

The Northern Virginia/Washington, D.C. Campus opened in 1986. Two facilities comprise the center. In addition to University administrative offices, the McLean facility, located at 8000 Westpark Drive, McLean Virginia (in the Tysons Corner area), houses faculty offices, eleven classrooms, an electronic library/information resource area and a student lounge/lab area. Additional classroom space and faculty offices are located at 1325 G Street, Suite 740, Washington, D.C. 20005. Classes

are also offered in the Virginia communities of Woodbridge, Manassas, Alexandria; at various locations in the District of Columbia; and on-site at local corporations and schools.

The Northern Virginia/Washington, D.C. Campus offers the Bachelor of Science in Management, Master of Science in Managerial Leadership, the Master of Business Administration, Master of Science in Human Resource Management and Development, and the Master of Education in Interdisciplinary Studies in Curriculum and Instruction. Classes are offered in a variety of schedules, both during the week and on the weekend, to accommodate the other professional and personal commitments of the adult student population.

The Northern Virginia/Washington, D.C. Campus serves approximately 600 students a year in the greater Washington D.C. area and provides a full range of university services. These include enrollment counseling and admissions, academic advisement, financial services, student affairs, information resources and library assistance, and academic development.

Florida Regional Campus

The mission of National-Louis University's Florida Regional Campus is to assist adult learners in the realization of their higher educational goals and aspirations through high-quality, innovative degree programs and services. Serving a diverse central Florida population, the campus supports class groups in an eight county region and maintains offices in Tampa (4890 West Kennedy Boulevard, Suite 100) and Orlando (604 Courtland Street, Suite 150).

In Florida, National-Louis University currently offers: the Bachelor of Arts in Applied Behavioral Sciences, the Bachelor of Arts in Health Care Leadership, the Bachelor of Science in Management, the Master of Science in Managerial Leadership, the Master of Business Administration, the Master of Science in Human Resource Management and Development, the Master of Education in Interdisciplinary Studies in Curriculum and Instruction, and the Master of Education in Administration and Supervision.

Founded in 1988, Florida Regional Campus provides a full range of university services, including enrollment counseling, academic services, financial services, academic development, information and library support, and student affairs.

Milwaukee/Beloit Campus

The main site of the Milwaukee/Beloit Campus is located in suburban Brookfield at 325 North Corporate Drive and is the administrative site for field and cluster programs offered to residents of southeastern Wisconsin. The site opened in 1984.

Housed in a corporate office park, facilities include administrative and faculty offices, classrooms, an electronic library, and a computer laboratory. Enrollment services, information and library assistance, student affairs, and academic development services are provided at the academic center.

Currently, the Interdisciplinary Studies Department offers the Master of Education Degree in Curriculum and Instruction, and the Educational Leadership Department offers the Master of Education Degree and the Certificate of Advanced Study in Administration and Supervision at many locations in southeastern Wisconsin.

The Beloit branch of the campus, located in downtown Beloit, Wisconsin at 501 Prospect Street is the site for field and cluster programs offered to residents of southern Wisconsin and northern Illinois. The Beloit branch opened in 1986.

The Beloit facilities include faculty and enrollment offices and administrative support services. The center provides an electronic library and a student affairs representative for its students.

Both the Master of Education degrees in Curriculum and Instruction and in Administration and Supervision as well as the Certificate of Advanced Study in Administration are offered out of the Beloit office. In addition, extension classes and workshops are offered at other locations throughout southern Wisconsin. The Milwaukee/Beloit Campus currently serves more than 400 graduate students.

Atlanta Campus

The Atlanta Campus is located in the city of Atlanta on the Northeast Expressway, access road at I-85 and North Druid Hills Road less than five minutes from Atlanta's downtown business district. Housed in a modern office building, its facilities include administrative offices, classrooms, a computer learning laboratory, an electronic library, and faculty offices. The location and facilities of the campus make it an ideal setting for offering evening and weekend degree programs to working adults in the metropolitan area.

Academic programs offered through the center include the Bachelor of Arts in Applied Behavioral Science, the Bachelor of Science in Management, the Master of Business Administration, Master of Managerial Leadership, and the Master of Science in Human Resource Management and Development as well as continuing education courses in various areas of student interest.

The Atlanta Campus, opened in the spring of 1990, has an enrollment of more than 200 students. A full-time faculty of six, a professional staff of eight and a full-time library assistant work harmoniously to further National-Louis University's mission of expanding educational opportunities to nontraditional students. A full range of university services including enrollment counseling, financial services, student affairs, information and library assistance, and academic development are available to students at the Atlanta Campus.

Heidelberg International Campus

In response to the educational needs of Americans abroad, National-Louis University opened an international campus in Germany in 1989. Currently situated in Heidelberg, the campus offers advanced degree programs in Germany, Italy, and England to professionals serving under the Department of Defense Educational Activities (DoDEA) as well as the military community. Occupying three floors of a centrally-located building on Rohrbacherstrasse, the University offers a complete range of support services for its students and faculty. The international campus has approximately 600 graduates in Germany alone, and anticipates further expansions in Europe as need arises.

Students holding baccalaureate degrees can currently pursue an international Master of Education (M.Ed.) or Education Specialist (Ed.S.), a post-master's degree in teacher leadership at designated sites in Europe. The administrative staff at the Heidelberg International Campus coordinate all activities for classes meeting in Europe and they respond to any requests or inquiries from students, faculty, and/or administrators in the field. The center also provides a comprehensive international library service through DoDEA (based in Wiesbaden, Germany).

Alumni Statement

National-Louis University has more than 30,000 alumni living across the country and around the world whose lives have been enriched and enhanced by their National-Louis University experience. The quality education received at National-Louis University prepared them for careers in education, health care, counseling, business, social services, and fine arts.

The National-Louis University Alumni Association was established in 1994. Membership in the Association is automatic to anyone who graduates from any degree or certification program offered by the University. The Association President is the leader of the Association and the Alumni Executive Board which represents all Colleges and geographic areas. During the term of office, the Association President serves on the Board of Trustees for the University.

Alumni are an invaluable part of the University. They assist with recruitment of students, provide career networking and continuing education opportunities, support student scholarships and fund raising projects, and serve as ambassadors-at-large for students and the University.

The Director for Alumni Relations serves as the liaison between the University and the alumni, by serving on the alumni Executive Board and by coordinating events and projects that keep alumni in touch with the National-Louis University we are today. The Director also is the editor for the alumni magazine, *National View*, which is our primary vehicle for communication with alumni. Any questions concerning alumni events or benefits should be directed to the Office of Alumni Relations at 800-443-5522, extension 2842. National-Louis University alumni link our rich traditions to our vital present and into our exciting future.

1998-99 Academic Calendar

1998 Fall Quarter

| | | |
|------------------|------------------|---|
| September | | |
| 7 | Monday | Labor Day Holiday (University closed) |
| 8-11 | Tuesday-Friday | Undergraduate orientation and registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 14 | Monday | Fall Quarter on-campus classes begin; graduate and undergraduate – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 21 | Monday | Rosh Hashanah* |
| 29 | Tuesday | Yom Kippur (begins)* |
| November | | |
| 22 | Sunday | Fall undergraduate classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 23-25 | Monday-Wednesday | No regularly scheduled classes |
| 26-27 | Thursday-Friday | Thanksgiving Holiday (University closed) |
| December | | |
| Nov. 30-Dec. 6 | | Undergraduate make-up week**/end of 11-week graduate classes*** |
| 13 | Sunday | December Diploma Date |
| 13 | Sunday | Hanukkah* |
| 24 | Thursday | Christmas Eve* (University closed) |
| 25 | Friday | Christmas* (University closed) |
| 31 | Thursday | New Year's Eve |

1999 Winter Quarter

| | | |
|----------------|----------------|---|
| January | | |
| 1 | Friday | New Year's Day (University closed) |
| 5-8 | Tuesday-Friday | Undergraduate orientation and registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 11 | Monday | Winter Quarter on-campus classes begin; graduate and undergraduate – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 18 | Monday | Martin Luther King Jr. Holiday (University closed) |
| March | | |
| 21 | Sunday | Winter undergraduate classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |

| | | |
|--------------------------|---------------|---|
| March (continued) | | |
| 22-28 | Monday-Sunday | Undergraduate make-up week**/end of 11-week graduate classes*** |

1999 Spring Quarter

| | | |
|--------------|---------------|---|
| March | | |
| 29- | Monday- | Undergraduate orientation and registration; |
| Apr. 1 | Thursday | Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 31 | Wednesday | Passover* |
| April | | |
| 1 | Thursday | Passover* |
| 2 | Friday | Good Friday* |
| 4 | Sunday | Easter* |
| 5 | Monday | Spring Quarter on-campus begin; graduate and undergraduate – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| May | | |
| 31 | Monday | Memorial Day Holiday (University closed) |
| June | | |
| 12 | Saturday | Commencement |
| 13 | Sunday | Spring undergraduate classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 14-20 | Monday-Sunday | Undergraduate make-up week**/end of 11 week graduate classes*** |

1999 Summer Quarter

| | | |
|---------------|----------------|---|
| June | | |
| 22-25 | Tuesday-Friday | Undergraduate orientation and registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 28 | Monday | Summer Quarter on-campus classes begin; graduate and undergraduate – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| July | | |
| 4 | Sunday | Independence Day (University closed) |
| 5 | Monday | (University closed) |
| August | | |
| 22 | Sunday | Summer undergraduate classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 23-29 | Monday-Sunday | Undergraduate make-up week**/end of graduate classes *** |
| 31 | Tuesday | August Diploma Date |

* Religious holidays included for informational purposes.
** Undergraduate classes missed for reasons of holidays and/or canceled classes need to be made up per instructor arrangement during make-up week.
*** Graduate classes missed for reasons of holiday and/or cancellation need to be make up per instructor arrangement.

1999-2000 Academic Calendar

1999 Fall Quarter

| | | |
|------------------|------------------|---|
| September | | |
| 6 | Monday | Labor Day Holiday (University closed) |
| 7-10 | Tuesday-Friday | Undergraduate orientation and registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 10 | Friday | Rosh Hashanah* (begins at sundown) |
| 13 | Monday | Fall Quarter on-campus classes begin; graduate and undergraduate – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 19 | Sunday | Yom Kippur* (begins at sundown) |
| November | | |
| 21 | Sunday | Fall undergraduate classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 22-24 | Monday-Wednesday | No regularly scheduled classes |
| 25-26 | Thursday-Friday | Thanksgiving Holiday (University closed) |
| 29-Dec. 5 | Monday-Sunday | Undergraduate make-up week**/end of 11 week graduate classes*** |
| December | | |
| 3 | Friday | Hanukkah* |
| 12 | Sunday | December Diploma Date |
| 24 | Friday | Christmas Eve* (University closed) |
| 25 | Saturday | Christmas* (University closed) |
| 31 | Friday | New Year's Eve (University closed) |

2000 Winter Quarter

| | | |
|----------------|----------------|---|
| January | | |
| 1 | Saturday | New Year's Day (University closed) |
| 4-7 | Tuesday-Friday | Undergraduate orientation and registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 10 | Monday | Winter Quarter on-campus classes begin; graduate and undergraduate – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 17 | Monday | Martin Luther King Jr. Holiday (University closed) |
| March | | |
| 19 | Sunday | Winter undergraduate classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 20-26 | Monday-Sunday | Undergraduate make-up week**/end of 11-week graduate classes*** |

* Religious holidays included for informational purposes.
** Undergraduate classes missed for reasons of holidays and/or canceled classes need to be made up per instructor arrangement during make-up week.
*** Graduate classes missed for reasons of holiday and/or cancellation need to be make up per instructor arrangement.

2000 Spring Quarter

| | | |
|--------------|-----------------|---|
| March | | |
| 27-30 | Monday-Thursday | Undergraduate orientation and registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| April | | |
| 3 | Monday | Spring Quarter on-campus classes begin; graduate and undergraduate – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 19 | Wednesday | Passover* |
| 21 | Friday | Good Friday* |
| 23 | Sunday | Easter* |
| May | | |
| 29 | Monday | Memorial Day Holiday (University closed) |
| June | | |
| 10 | Saturday | Commencement |
| 11 | Sunday | Spring undergraduate classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 12-18 | Monday-Sunday | Undergraduate make-up week**/end of 11-week graduate classes*** |

2000 Summer Quarter

| | | |
|---------------|-----------------|---|
| June | | |
| 19-22 | Monday-Thursday | Undergraduate orientation and registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 26 | Monday | Summer Quarter on-campus classes begin; graduate and undergraduate – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| July | | |
| 4 | Tuesday | Independence Day Holiday (University closed) |
| August | | |
| 20 | Sunday | Summer undergraduate classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses |
| 21-27 | Monday-Sunday | Undergraduate make-up week**/end of graduate classes*** |
| 31 | Thursday | August Diploma Date |

University Expenses

The tuition charges assessed do not cover the full instructional and operational costs involved in educating a student. The University receives additional funding from several sources including contributions by private individuals and corporations who recognize the quality of education provided by the University. The University operates an extensive financial assistance program, with over one-half of all full-time students receiving some form of financial assistance for student tuition and other costs of education.

Registration and tuition fees are established by the Board of Trustees. These fees are subject to change without notice. The 1998-99 credit hour fee schedule is as follows:

Tuition and Fee Schedule 1998-99

This information is current as of the catalog publication date. The quarterly bulletins will contain the most current fee information.

Undergraduate Tuition and Fees 1998-99

On-Campus Programs

Application fee\$ 25.00
Tuition deposit (non-refundable).....75.00

Tuition:
Summer (1998)278.00/QH
Fall, Winter, Spring278.00/QH
Full-time/FWS; @ 15QH/term.....12,510.00
Full-time/term @ 15 QH.....4,170.00

Fees:
Course audit fee (not for credit)Same as credit fees
Credit by proficiency.....90.00
Fees for private applied music lessons
for academic credit - in addition
to regular tuition20.00/QH

Off-Campus Degree Programs

Application fee\$ 25.00
Tuition deposit (non-refundable).....75.00

Tuition:
College of Arts & Sciences288.00/QH*
College of Management & Business.....311.00/QH*

Credit by Portfolio Fees:
Application fee.....100.00
Per Essay Assessed.....90.00

Undergraduate Outreach Programs

Tuition: per quarter hour135.00/QH

FOCUS Terms:135.00/QH

Graduate Tuition and Fees 1998-99

Application fee\$ 25.00
Tuition deposit (non-refundable).....75.00

Tuition:
National College of Education
(On-Campus Programs).....411.00/SH
National College of Education
(Field-based Degree Programs)411.00/SH*
College of Arts & Sciences
(On-Campus Programs).....411.00/SH
(On-line Program)431.00/SH
College of Management & Business
(On-Campus Programs).....411.00/SH
College of Management & Business
(Off-Campus Programs)473.00/SH*
(MBA)540.00/SH**

Graduate Outreach Programs

Tuition: per semester hour.....\$199.00/SH

* Inclusive of costs for books and other instructional materials.
**Inclusive of costs for books and laptop computer.

General Fees

Miller Analogies Test fee\$ 40.00
Watson-Glaser Critical Thinking Appraisal15.00
Transcript of records, per copy5.00
Rush transcript service, per copy10.00
Transcript with completion statement.....10.00
Special letters10.00
Course descriptions.....10.00
Graduation fee.....50.00
Certificate fee50.00
Diploma re-order (each time)25.00
Student I.D. Replacement fee.....5.00
Deferred Payment Plan fee25.00/Term
Late Payment fee.....5.00
Payment Plan finance charge: 1-1/2% per month on
outstanding balances
Returned check/credit card rejection fee25.00
Late Registration fee.....30.00

Room and Board 1998-99

| | Room | | | Board* | | | Room & Board | | |
|---------------------------------------|-------|-------|-------|--------|--|--|--------------|-------|-------|
| Per Quarter | | A | B | C | | | A | B | C |
| Double room | 853 | 853 | 899 | 1,056 | | | 1,706 | 1,752 | 1,909 |
| Single room | 1,056 | 853 | 899 | 1,056 | | | 1,909 | 1,955 | 2,112 |
| Double-as-single | 1,272 | 853 | 899 | 1,056 | | | 2,125 | 2,171 | 2,328 |
| Three Quarters (Fall, Winter, Spring) | | | | | | | | | |
| Double room | 2,559 | 2,559 | 2,697 | 3,168 | | | 5,118 | 5,256 | 5,727 |
| Single room | 3,168 | 2,559 | 2,697 | 3,168 | | | 5,727 | 5,865 | 6,336 |
| Double-as-single | 3,816 | 2,559 | 2,697 | 3,168 | | | 6,375 | 6,513 | 6,984 |

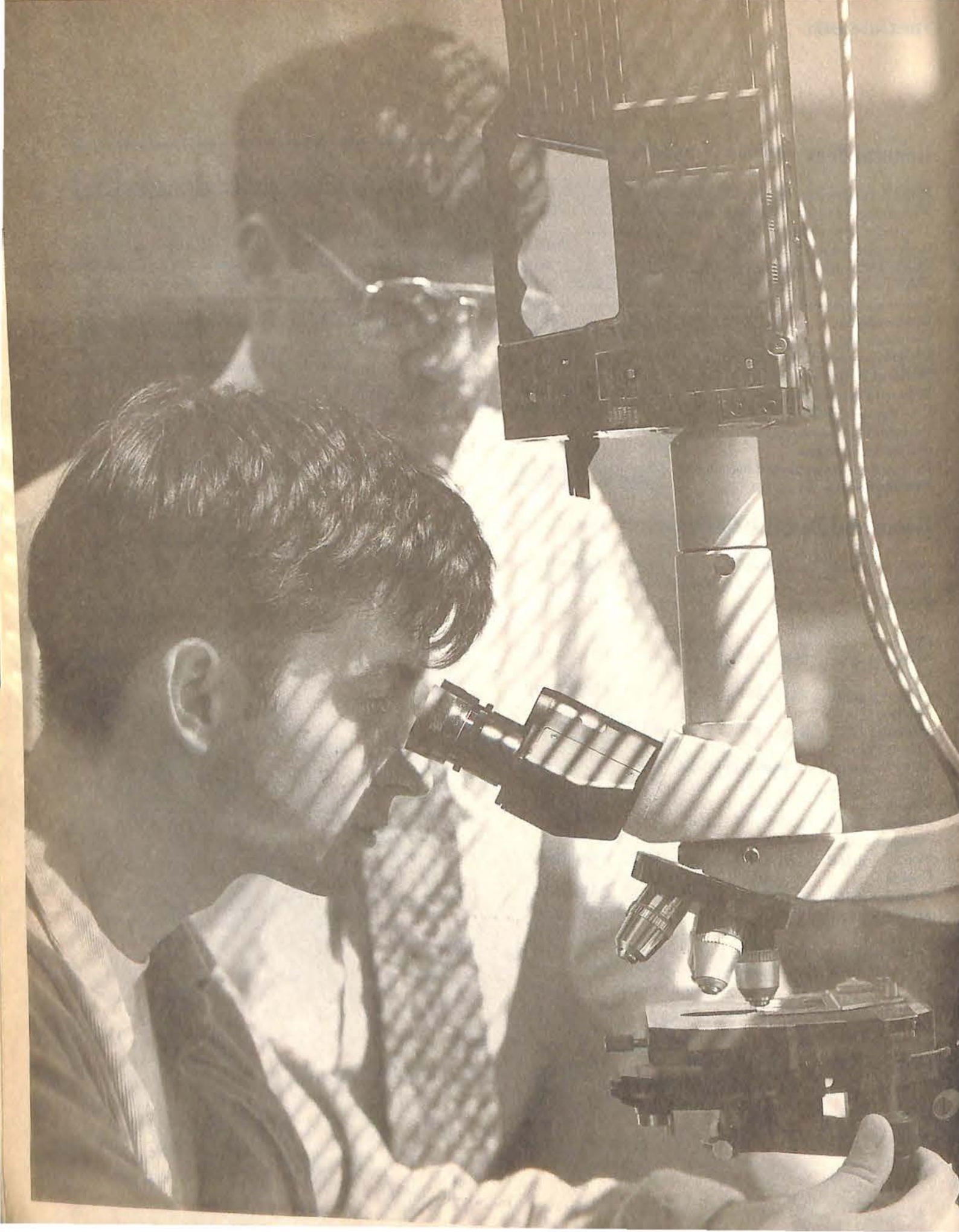
Resident students pay both room and board charges for each period of registration.

Room deposit fee/damage fee
(non-refundable)50.00

Non-National-Louis University students100.00

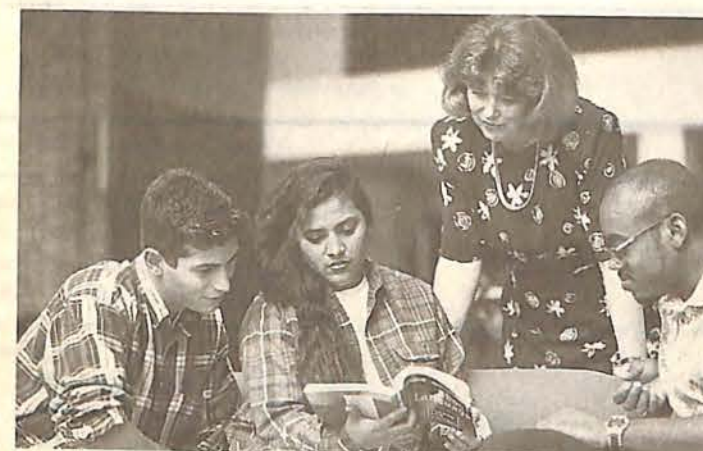
Guest rates: Overnight rooms—All rooms \$25.00 per person per night

* Point Plans: (A) 16,000; (B) 20,000; (C) 31,000



Academic Programs

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Academic Programs Overview

College of Arts and Sciences

| Programs | Degrees | | | | | Professional Certificates |
|---|--------------------------|--------------------------|--------------------------|--------|--------------------------|------------------------------|
| | M.A. | M.S. | M.Ad.Ed. | C.A.S. | Ed.D. | |
| Adult and Continuing Education | | | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> |
| Adult Education | | | <input type="checkbox"/> | | | <input type="checkbox"/> |
| Developmental Studies | | | | | | |
| Human Services | | <input type="checkbox"/> | | | | <input type="checkbox"/> |
| Addictions Counseling | | | | | | <input type="checkbox"/> |
| Addictions Treatment Studies | | <input type="checkbox"/> | | | | <input type="checkbox"/> |
| Administration | | <input type="checkbox"/> | | | | <input type="checkbox"/> |
| Community Wellness and Prevention | | <input type="checkbox"/> | | | | <input type="checkbox"/> |
| Career Counseling and Development Studies | | <input type="checkbox"/> | | | | <input type="checkbox"/> |
| Counseling | | | | | | <input type="checkbox"/> |
| Eating Disorders | | <input type="checkbox"/> | | | | <input type="checkbox"/> |
| Employee Assistance Programs | | <input type="checkbox"/> | | | | <input type="checkbox"/> |
| Gerontology Counseling | | | | | | <input type="checkbox"/> |
| Gerontology Administration | | | | | | <input type="checkbox"/> |
| Gerontology Generalist Studies | | | | | | <input type="checkbox"/> |
| Long Term Care Administration | | | | | | <input type="checkbox"/> |
| Psychology | <input type="checkbox"/> | | | | | <input type="checkbox"/> |
| Written Communication | | <input type="checkbox"/> | | | | |

College of Management and Business

| Programs | Degrees | |
|--|--------------------------|--------------------------|
| | M.S. | M.B.A. |
| Human Resource Management and Development* | <input type="checkbox"/> | |
| Managerial Leadership* | <input type="checkbox"/> | |
| Business Administration | | <input type="checkbox"/> |

* Offered in field-experience program model at the following locations: Chicago metropolitan area; Atlanta, Georgia; Tampa/Orlando, Florida; St. Louis, Missouri; and Northern Virginia/Washington, D.C. metropolitan area

National College of Education

| Programs | Degrees | | | | | | State Certification by Entitlement |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| | M.A.T. | M.Ed. | M.S. Ed. | C.A.S. | Ed.S. | Ed.D. | |
| Curriculum and Instruction | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| ESL/Bilingual Concentration | | | | | | | |
| School Nurse Sequence | | | | | | | |
| Personalized Option Concentration | | | | | | | Type 73 |
| Curriculum and Social Inquiry | | | | | | <input type="checkbox"/> | |
| Early Childhood Certification | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | | | Type 04 |
| Early Childhood Curriculum and Instruction | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Early Childhood Leadership and Advocacy* | | <input type="checkbox"/> | | | | | |
| Early Childhood Administration | | <input type="checkbox"/> | | <input type="checkbox"/> | | | |
| Educational Leadership | | | | | | | |
| Administration and Supervision **** | | <input type="checkbox"/> | | <input type="checkbox"/> | | | Type 75 |
| Superintendent Endorsement | | | | | <input type="checkbox"/> | <input type="checkbox"/> | Type 75 |
| Educational Psychology/ School Psychology | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Type 73 |
| Human Learning and Development | | <input type="checkbox"/> | <input type="checkbox"/> | | | <input type="checkbox"/> | |
| Elementary Education | <input type="checkbox"/> | | | | | | Type 03 |
| Interdisciplinary Studies in Curriculum and Instruction ** | | <input type="checkbox"/> | | | | | |
| Leadership in Curriculum and Teaching *** | | | | | <input type="checkbox"/> | | |
| Mathematics Education | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Middle Level Education | | | | | | | |
| Reading and Language | | | | | | <input type="checkbox"/> | |
| Reading Specialist | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | Type 10† |
| Language and Literacy | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Science Education | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Secondary Education | <input type="checkbox"/> | | | | | | Type 09 |
| Special Education | | | | | | | |
| Learning Disabilities | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | Type 10† |
| Behavior Disorders | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | Type 10† |
| Learning Disabilities/Behavior Disorders | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | Type 10† |
| General Special Education | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Technology in Education | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |

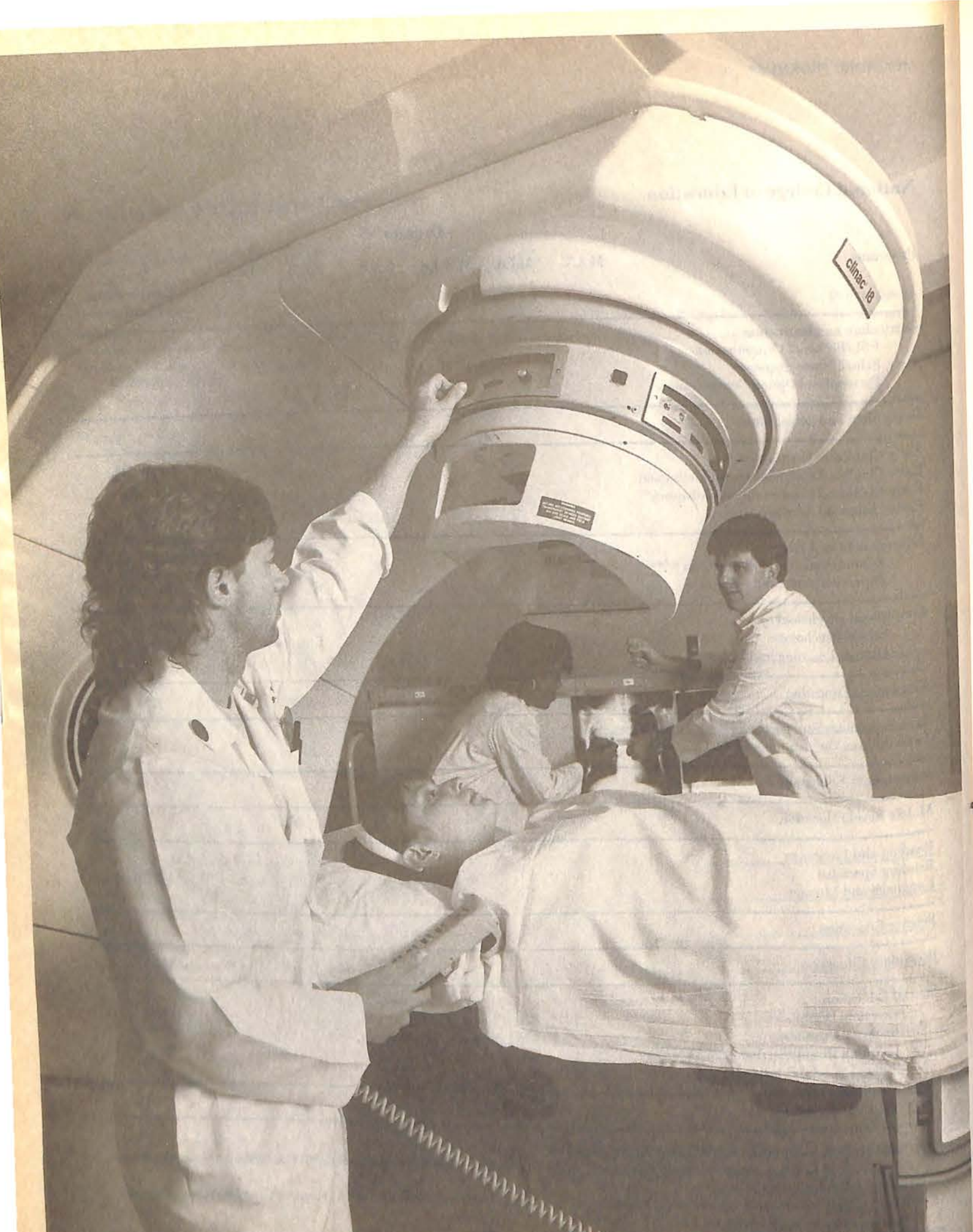
* Offered in field-based model in the Chicago metropolitan area.

** Offered in field-based model at the following locations: Chicago metropolitan area; St. Louis, Missouri; Milwaukee/Beloit, Wisconsin; Tampa, Florida; and Heidelberg, Germany.

*** Offered in field-based model at the following locations: Chicago metropolitan area; Milwaukee/Beloit, Wisconsin; and Heidelberg, Germany.

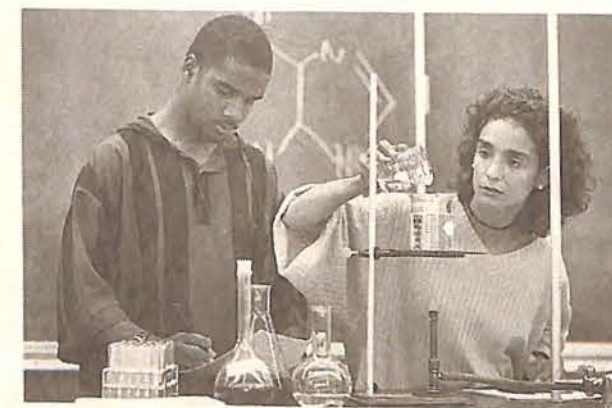
† Supervisory Endorsement Available

**** Offered in field-based model at Milwaukee/Beloit, Wisconsin



College of Arts and Sciences

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The College of Arts and Sciences supports the academic objectives of National-Louis University with an excellent teaching faculty and innovative instructional programs. Although the core disciplines of the College continue to be the traditional liberal arts and sciences, the College's educational philosophy emphasizes the application of theory to practice. Consequently, the College's related professional programs are exceptional examples of practitioner-oriented education. These instruction programs are offered by faculty members committed to maximizing student achievement. With the use of carefully tailored student assessment practices and appropriate supplemental instruction, the College of Arts and Sciences insures that each student has the opportunity to realize the highest level of personal excellence.

Admission Policies

All students taking courses at National-Louis University should understand that graduate credits toward a degree or toward certification are earned only by formal admittance to graduate study. The following documents must be on file in the Office of Graduate Admissions prior to consideration for admission:

1. A completed application form.
2. A nonrefundable application fee (see fee schedule).
3. Official transcripts from all institutions attended or a transcript showing completion of a master's degree. Applicants for the Certificate of Advanced Study must hold an appropriate master's degree from an accredited institution.
4. Recommendations from supervisors, employers, professors, or others who have known the applicant in a professional or academic capacity, or are in a position to judge the applicant's ability for graduate study.
5. A written statement of academic and professional goals. Applicants to Human Services programs must also submit a Human Services essay. Applicants to Adult Education programs also must complete an Adult Education essay.
6. An official transcript of scores from the Watson-Glaser Critical Thinking Appraisal, Graduate Record Examination, Miller Analogies Test or another appropriate standardized test taken within the prior five years. This requirement is waived for an applicant who has earned a graduate degree from an accredited institution and for applicants to Adult Education programs.
7. Admission interview with a faculty advisor for the selected academic program.

Completion of courses prior to formal acceptance to graduate study does not guarantee admission to graduate school. It is the student's responsibility to submit all documents necessary for a decision regarding admission to graduate study. This decision is postponed until all documents are received. The student is then notified of formal admission status. Until such notification is given, formal admission to a graduate program is not to be presumed. Credentials will not be returned to the applicant.

When all materials have been received, the applicant's credentials will be evaluated by a number of weighted admission criteria. Undergraduate grade point average and test scores are basic criteria.

Applicants must hold a baccalaureate degree from an accredited institution and show evidence in undergraduate work of the ability to pursue graduate study. This generally is interpreted to mean that the student in the junior and senior years of study has achieved a grade point average of 3.0 or better on a 4.0 scale. Applicants from nonaccredited colleges but with high individual records may be admitted with provisional status.

Other documents in support of the application are weighted

according to the applicant's individual profile and the specific academic requirements of the program for which he or she is applying.

Students who are accepted into a graduate program will receive a formal letter of admission which will contain the assignment of a faculty advisor. The student should make contact with the adviser to develop a Graduate Study Plan and maintain regular contact with the advisor throughout the completion of the program.

Applicants denied admission to graduate study may petition the college governance unit for review of their application.

International Students

The graduate school welcomes qualified students from outside the United States for enrollment in degree programs. Applicants are required to present official records of scholastic achievement and evidence of proficiency in spoken and written English as prerequisites for admission.

National-Louis University does not have a foreign credentials evaluator on campus. Therefore, students must submit their transcripts to an approved agency for verification that the student holds what is equivalent to a four-year bachelor's degree in the United States. A list of approved agencies is included with application materials. Verification of degree must be included with the application for admission.

Students whose native language is other than English must present satisfactory scores from the Test of English as a Foreign Language (TOEFL) or have their English language skills assessed by the Language Institute on the Chicago campus of National-Louis University. If the TOEFL score is below 550, the student must be assessed by the Language Institute. Students found to need additional English skills will be required to successfully complete a course of English instruction before registering for graduate classes. The TOEFL test is administered by the Educational Testing Service. The institutional code for the graduate school is 1551.

A financial affidavit documenting available resources for tuition, living expenses, travel, and all miscellaneous expenses is required before an I-20 form can be issued. The college has limited financial assistance for international students.

Direct all correspondence concerning admission to graduate study to the Office of Graduate Admissions, National-Louis University, Wheeling Campus, 1000 Capitol Drive, Wheeling, IL 60090. Application forms and information about the college will be sent upon request.

Status of Admitted Students

Full Standing

Students who meet all admission criteria without qualification are granted full-standing status. Only students in full standing are eligible for graduate degrees. If the grade point average of a student admitted with full-standing status falls

below 3.0, the student will be placed on academic probation. The student will be notified in writing and given the maximum of four graded courses (not P/N) or 9 semester hours, whichever comes first, taken at National-Louis University to raise the grade point average to 3.0. These courses may not be workshops, independent studies, transfer credits, or internships/practicums, except when taken by veterans receiving benefits.

Provisional Status

Students who are low in one or more admission criteria, but who evidence potential for successful graduate work, are admitted provisionally based on the recommendation of the faculty of the particular program to which they are applying. Students who meet all admission criteria but are from unaccredited undergraduate institutions may be admitted with this status. A provisionally admitted student must maintain a 3.0 in either the first four graded courses or 9 semester hours taken after admission, whichever comes first, and written in the degree plan. These courses may not be extension courses, workshops, transfer credits, independent studies, or internships/practicums, except when taken by veterans receiving benefits. If the 3.0 is maintained, the student's status is changed to full standing. If the GPA falls below 3.0 at the end of the probationary period, the student will be dropped from the graduate school.

Transfer Between Graduate Programs

Students wishing to transfer from one graduate program to another within the University must request permission to do so. A written request should be directed to the Office of Graduate Admissions. Any special admission requirements for the program must be met. The academic record will be evaluated and admission status to the new program will be based on this evaluation. The student will be notified of the decision and academic standing.

Limitation on Credits Earned Before Admission

Generally, no more than one half of the required credit hours may be completed before admission to a degree. Some programs, however, have greater limitations on the number of credits allowed. Candidates are advised to consult with their program directors and to apply for admission as early in the program as possible so that all coursework will count toward fulfilling degree requirements.

Transfer of Credit

Graduate hours completed in an accredited institution that offers graduate degrees may be transferred into a graduate program at National-Louis University (NLU) unless

departmental or other institutional regulations prevent it. Such institutions are those approved by one of the regional accreditation associations recognized by the U.S. Secretary of Education. The number of credit hours that may be transferred is determined on an individual basis. For those graduate programs which accept transfer credit, a maximum of nine semester hours or 25% of the coursework required for the degree, whichever is greater, may be transferred. The following criteria apply to the transfer of credit:

1. Credit must be bona fide graduate credit that would have fulfilled graduate degree requirements at the institution where the course was offered.
2. It must not have been used toward an awarded degree.
3. It may be graduate work completed at another institution after admission to National-Louis University.

Ordinarily, credit earned more than six calendar years before admission to National-Louis University is not transferred. Transfer of credit must be approved by the advisor and program director after verification of level and school accreditation by the Registrar's Office. Courses with a grade below B cannot be used for transfer credit.

Study Plan

The number of credits which must be completed vary with the program in which the student is enrolled. Candidates for degrees are required to have Graduate Study Plans which indicate all requirements to be fulfilled for the selected program. Graduate Study Plans are developed in consultation with the student's advisor and constitute a contract between the University and the student regarding conditions for awarding the degree or certificate. Therefore, students should review their Plan prior to selecting courses and should consult with their advisor concerning any proposed changes. Deviations from the Plan must be approved in advance by the student's advisor, and a Graduate Study Plan Change Form must be completed and submitted to the Registrar's Office.

Required Course Waiver

Students may request waiver of one or more required courses if previous academic work or experience indicates a high degree of competency in the content of the course. Waiver of a required course does not grant equivalent credit toward the degree; it permits the student to substitute an appropriate elective course for the waived course. A Course Waiver Request Form must be completed by the student and the advisor and submitted with appropriate documentation to the program director. If approved, the approval to waive the course is entered on the Graduate Plan Study.

Department of Adult and Continuing Education Programs

Adult Education is central to the overall philosophy and purpose of National-Louis University, known for its tradition of social responsiveness and its emphasis on preparing practitioners to contribute to the educational health of society. This responsiveness is at the core of adult education as a field and, in particular, at the core of graduate programs offered by the Department of Adult and Continuing Education. The department is subdivided into two program areas: *Adult Education* and *Developmental Studies*. The Adult Education programs prepare individuals to plan, coordinate and facilitate learning in a variety of settings involving the continued professional or career advancement of adults. The Developmental Studies programs are geared specifically for those who aim to provide developmental (learning) assistance at the postsecondary level. The department offers a Doctorate in Adult Education (Ed.D.), two Master of Adult Education Programs (M.Ad. Ed.)—one in Adult Education, and the other in Developmental Studies and Certificate Programs. The Master of Adult Education in Adult Education is offered on-line to facilitate global access and collaboration.

The Doctoral Program in Adult Education (Ed.D.)

The Doctoral Program takes as its primary concern the study of how adult educators practice their craft, in particular the study of how they become critically reflective practitioners. A critically reflective practitioner is one who makes a determined and consistent attempt to identify assumptions under-girding his or her own educational work and reflects on when and under what conditions these practices are antithetical to adult education.

The Program is three years in length including an integrated dissertation process. Coursework is offered over the initial two years and six months of the Program. Student participation in course work entails attendance at three residential summer programs (two weeks each summer) and monthly weekend attendance (Friday night, Saturday, Sunday morning). Guided independent study over the internet is prominent in the Program and occurs during and between participation in weekend and summer sessions. After completion of course work, monthly dissertation clinics are required to facilitate the completion of both the course work and dissertation within three years.

Students participate in the Program as members of a cohort of approximately 25 learners. They are encouraged to conduct their doctoral work, including dissertation, within a group support and learning model. This group learning model is reinforced by a residential format which provides an immersion experience in doctoral study.

The Program is designed for people working in the adult education field. Its unique delivery system integrates academic

study with practice and gives students the benefits of collaborative resources without interrupting their personal and employment obligations.

Admission Process

There is a two year admission review cycle. The next review will take place in Winter 2000 with classes beginning in Summer 2000. All application documents must be received in the Office of Graduate Admission by December 1, 1999.

Candidates must have a master's degree in Adult Education or a related field as well as current involvement in the practice of adult education and at least three years of experience in the field.

The application for admission includes the following:

- Official transcripts from each institution attended.
- Three letters of reference.
- Professional resume.
- Personal statement describing the applicant's expectations of the program and core beliefs underlying the practice of adult education.
- A writing assignment involving a critical commentary on texts in adult education.

The final phase of the assessment process is a weekend seminar which provides an opportunity for applicants to meet the faculty, to work in groups, and to make certain that the program is compatible with their goals.

The department is committed to ensuring representation according to geographic and employment categories, gender, and ethnicity.

Course Requirements:

66 SH

Summer/Year 1

| | | |
|--------|---|---|
| ACE600 | Introduction to the Adult Education Doctoral Program | 3 |
| ACE601 | Advanced Seminar: Critical Reflection and Critical Thinking | 3 |
| ACE602 | Life History and Adult Education | 3 |

Fall/Year 1

| | | |
|---------|--|---|
| ACE603 | Advanced Adult Development and Learning | 3 |
| ACE604 | Adult Education: Core Concepts and Processes | 3 |
| ACE605A | Reflective Practice Seminar I | 3 |

Spring/Year 1

| | | |
|---------|--|---|
| ACE610 | Research Methods in Adult Education | 3 |
| ACE620 | Understanding Adult Education Practice | 3 |
| ACE605B | Reflective Practice Seminar II | 3 |

Summer/Year 2

| | | |
|--------|--|---|
| ACE640 | Research: Critical Engagement Project Proposal Seminar | 6 |
|--------|--|---|

| | | | |
|----|----------------------|---|---|
| 30 | Fall/Year 2 | | |
| | ACE650 | Research: Literature Review Seminar | 3 |
| | ACE655 | Philosophy of Adult Education | 3 |
| | ACE605C | Reflective Practice Seminar III | 3 |
| | Spring/Year 2 | | |
| | ACE660 | Research: Critical Engagement Project Methodology | 3 |
| | ACE661 | Educating in a Social and Political Context | 3 |
| | ACE605D | Reflective Practice Seminar IV | 3 |
| | Summer/Year 3 | | |
| | ACE670 | Research: Advanced Data Collection and Analysis | 3 |
| | ACE605E | Reflective Practice Seminar V | 3 |
| | Fall/Year 3 | | |
| | ACE699A | Dissertation: Critical Engagement Project I | 6 |
| | Spring/Year 3 | | |
| | ACE699B | Dissertation: Critical Engagement Project II | 3 |

The Master of Adult Education Programs (M.Ad.Ed.)

As specified above, the Department of Adult and Continuing Education offers two Master of Adult Education programs: one in Adult Education and the other in Developmental Studies.

The Adult Education Master's Program

The Master of Adult Education Program is an accelerated, non-traditional Program actively employing adult learning theory and principles in its delivery. The goal of the Program is to provide learners with the vision and skill needed to facilitate the education and development of adults in a variety of settings. The content of the Program addresses the foundations of the field and, building on the prior experiences and skills of the learner, provides a general background in both theoretical and instrumental knowledge. The Program is cohort-based — graduates completing 34 semester hours of study with the same group of peers. The Program is generally completed in 18 months.

Learners shape and direct their learning experiences through Independent Inquiries which are linked with each course taken. Approximately one-third of the credit hours awarded within the Program are for Inquiry — learner-directed projects which directly ground their learning in the lifeworld of each student through independent research or reflective action. Through this process of Inquiry, the graduate Program is individualized to the unique needs of each student.

At the conclusion of the program, each cohort participates in an Integrative Seminar in which the various threads of learning — course work, Inquiries, work and life experience —

are woven together into whole fabric, a portfolio which comprehensively demonstrates the texture and design of the program for each graduate.

This Program is ideal for educators in postsecondary institutions, business and industry, volunteer organizations, professional associations, government agencies, and community-based organizations.

| | | |
|----------------------------|--|-------------|
| Course Requirements | | 34SH |
| Semester | | |
| ACE503 | Adult Development and Learning | 3 |
| ACE547 | Adult Learning in Groups | 3 |
| Semester | | |
| ACE501 | History and Philosophy of Adult Education in the U.S. | 3 |
| ACE522 | Multicultural Issues in Adult and Continuing Education | 3 |
| Semester | | |
| ACE510 | Instructional Communications | 3 |
| ACE546 | Research Methodologies for Adult Education | 3 |
| Semester | | |
| ACE512 | Leadership in Adult Education: Planning | 3 |
| ACE520 | Leadership in Adult Education: Administration | 3 |
| Semester | | |
| ACE593A | Integrative Seminar: Issues and Reflections I | 3 |
| ACE593B | Integrative Seminar: Issues and Reflections II | 3 |
| Semester | | |
| Electives | Other courses offered include the following: | |
| ACE521 | Counseling the Adult Student in Non-Clinical Settings | 1-4 |
| ACE580 | Workshop/Adult Education | 1-4 |
| ACE590 | Internship in Adult and Continuing Education | 1-3 |
| ACE594 | Independent Study in Adult and Continuing Education | 1-3 |
| ACE595 | Special Topics in Adult Education | 1-3 |

The Adult Education Master's On-line

The same Masters of Adult Education program is available on the web for learners beyond metropolitan Chicago. Beginning in the Fall of 1998, learners from around the world gather in a global classroom to explore the purposes and the practices of adult education. Application and registration for this program is also on-line. The curriculum takes full advantage of a distance learning model, while retaining the same emphasis as the face-to-face, campus-based model on collaborative learning through learner interaction with other learners and with faculty — dialogue rather than top-down lectures. In the online program core, course work is completed in one year, followed by four months of guided independent inquiry. The instructional model combines a variety of interactive, electronic media with the opportunity for face-to-face workshops at the beginning and end of the program.

| | | |
|----------------------------|--|-------------|
| Course Requirements | | 34SH |
| Term I | | |
| ACE503 | Adult Development and Learning | 3 |
| ACE547 | Adult Learning in Groups | 3 |
| Term II | | |
| ACE501 | History and Philosophy of Adult Education in the U.S. | 3 |
| ACE522 | Multicultural Issues in Adult and Continuing Education | 3 |
| Term III | | |
| ACE510 | Instructional Communications | 3 |
| ACE546 | Research Methodologies for Adult Education | 3 |
| Term IV | | |
| ACE511 | Leadership in Adult Education: Planning | 3 |
| ACE520 | Leadership in Adult Education: Administration | 3 |
| Term V | | |
| ACE593A | Integrative Seminar: Issues and Reflections I | 3 |
| ACE593A | Integrative Seminar: Issues and Reflections II | 3 |
| Term VI | | |
| ACE599C | Inquiry in Adult and Continuing Education | 4 |
| TOTAL | | 34SH |

Developmental Studies Program (M.Ad.Ed.)

The overall goal of the Developmental Studies program is to train professionals to facilitate learning assistance for adults in a university, workplace or community-based setting. Students are prepared to design curriculum, develop and administer assessments, provide direct instruction, manage learning centers, train faculty, staff and tutors, and provide consultation in a variety of educational settings.

The curriculum is carefully designed to allow students to complete the program in four quarters. Students enroll with a cohort group that moves through the program as a unit. Students may join a group no later than the third term. To facilitate graduate study for the working adult, courses are offered on Thursday evenings and Saturday mornings on the Chicago campus or weekday evenings at other NLU sites. In order to complete the program in 12 months, students enroll for three courses each term: two core courses and one course from the math, writing or reading specialization sequence.

Course work includes classroom instruction and independent inquiry. Through the independent inquiry process, learners design an individualized plan of study that will help them to explore an area of special interest to them.

The required core course work comprises 21 semester hours. Students must take 3 additional elective hours and 12 hours in a selected specialization area.

| | | |
|---------------------|---|--------------|
| Core Courses | | 21 SH |
| ACE550 | History and Philosophy of Developmental Education | 3 |
| ACE503 | Adult Development and Learning | 3 |

| | | | |
|------------------------|---|-------------|----|
| ACE511 | Program Development | 3 | 31 |
| ACE521 | Counseling the Adult Student in Nonclinical Settings | 3 | |
| ACE551 | The Use of Learning Technology Systems in the Delivery of Developmental Education | 3 | |
| INT512A | Research Design and Methodology | 3 | |
| LAP406 | Theories of Cognitive Psychology | 3 | |
| | Elective | 3 | |
| ACE525 | Theoretical Foundations for TESL/TEFL | 3 | |
| ACE595 | Special Topic | 1-3 | |
| Specializations | | 12SH | |
| Reading | | | |
| ACE560R | Theoretical Foundations for the Reading Process and Applications to Postsecondary Instruction | 3 | |
| ACE561RW | Making the Reading and Writing Connection at the Postsecondary Level | 3 | |
| ACE562R | Strategies for Postsecondary Reading Instruction | 3 | |
| ACE563R | Analysis and Assessment of Reading Comprehension at the Postsecondary Level | 3 | |
| Writing | | | |
| ACE560W | Theoretical Foundations for the Writing Process and Applications to Postsecondary Instruction | 3 | |
| ACE561RW | Making the Reading and Writing Connection at the Postsecondary Level | 3 | |
| ACE562W | Strategies for Postsecondary Writing Instruction | 3 | |
| ACE563W | Analysis and Assessment of Writing at the Postsecondary Level | 3 | |
| Math | | | |
| ACE560M | Theoretical Foundations for Learning and Teaching Mathematics at the Postsecondary Level | 3 | |
| ACE565M | Teaching Mathematics to the Postsecondary Student I | 3 | |
| ACE566M | Teaching Mathematics to the Postsecondary Student II | 3 | |
| ACE563M | Analysis and Assessment of Mathematics Comprehension at the Postsecondary Level | 3 | |

The Adult Education Certificate Programs

The Department of Adult and Continuing Education offers two Certificate Programs, one in Adult Education and the other in Developmental Studies.

32 **The Adult Education Certificate Program**

The Certificate of Adult Education enables educators of adults, especially those who might already have a Master's degree in another field, to obtain grounding in adult education theory and practice and to apply this knowledge to their educational work. The certification provides additional credibility to those who are seeking both enhanced skills and mobility within the field. Graduate credits acquired through the certification process also apply toward the Master of Adult Education program.

There are two course sequences leading to a Certificate of Adult Education, one for administrators of programs, the other for facilitators of adult learning.

Course Requirements — Administration 16 SH

| | | |
|--------|--|---|
| ACE501 | History and Philosophy of Adult and Continuing Education in the U.S. | 3 |
| ACE503 | Adult Development and Learning | 3 |
| ACE512 | Leadership in Adult Education: Planning | 3 |
| ACE520 | Leadership in Adult Education: Administration | 3 |

Course Requirements — Facilitating Adult Learning 16 SH

| | | |
|--------|--|---|
| ACE501 | History and Philosophy of Adult and Continuing Education in the U.S. | 3 |
| ACE503 | Adult Development and Learning | 3 |
| ACE510 | Instructional Communications | 3 |
| ACE547 | Adult Learning in Groups | 3 |

Professional Certificate Developmental Studies Program

The Department of Adult and Continuing Education also offers a professional certificate of completion. This option consists of 18 semester hours in a specialization area of developmental studies. Students choose from one of three areas in which to specialize, reading, writing or math, and enroll in the courses already in place for the M.Ad.Ed. program. In addition to these courses, students complete three internships for a total of 6 hours. The internships are arranged with the student at approved sites and follow the general sequence of student observer, student assistant and student instructor depending on individual experience.

The certificate is designed for those who already have a master's degree or who need additional hours in a specialization in order to teach. All course work completed successfully for the certificate will transfer to the M.Ad.Ed. program.

Requirements for the Certificate of Completion

| Courses | 18 SH |
|---|---|
| Term 1: (student will take one of the following depending on specialization) | |
| ACE560R | Theoretical Foundations for the Reading Process and Applications to Postsecondary Instruction 3 |
| ACE560W | Theoretical Foundations for the Writing Process and Applications to Postsecondary Instruction 3 |
| ACE560M | Theoretical Foundations for Learning and Teaching Mathematics at the Postsecondary Level 3 |
| Term 2: (student will take one specialization course and one internship) | |
| ACE561RW | Making the Reading and Writing Connection at the Postsecondary Level 3 |
| ACE565M | Teaching Mathematics to the Postsecondary Student I 3 |
| ACE5901R | Internship in Teaching Reading at the Postsecondary Level I 2 |
| ACE5901W | Internship in Teaching Writing at the Postsecondary Level I 2 |
| ACE5901M | Internship in Teaching Math at the Postsecondary Level I 2 |
| Term 3: (student will take one specialization course and one internship) | |
| ACE562R | Strategies for Postsecondary Reading Instruction 3 |
| ACE562W | Strategies for Postsecondary Writing Instruction 3 |
| ACE566M | Teaching Mathematics to the Postsecondary Student II 3 |
| ACE5902R | Internship in Teaching Reading at the Postsecondary Level II 2 |
| ACE5902W | Internship in Teaching Writing at the Postsecondary Level II 2 |
| ACE5902M | Internship in Teaching Math at the Postsecondary Level II 2 |
| Term 4: (student will take one specialization course and one internship) | |
| ACE563R | Analysis and Assessment of Reading Comprehension at the Postsecondary Level 3 |
| ACE563W | Analysis and Assessment of Writing Comprehension at the Postsecondary Level 3 |
| ACE563M | Analysis and Assessment of Mathematics Comprehension at the Postsecondary Level 3 |
| ACE5903R | Internship in Teaching Reading at the Postsecondary Level III 2 |
| ACE5903W | Internship in Teaching Writing at the Postsecondary Level III 2 |
| ACE5903M | Internship in Teaching Math at the Postsecondary Level III 2 |

Human Services Programs

Counseling; Addictions; Administration; Career Counseling and Development Studies; Community Wellness and Prevention; Eating Disorders; Employee Assistance; and Gerontology

The graduate degree and certificate programs offered by the Human Services Department at National-Louis University are designed to build the knowledge and skills for leadership roles in counseling, prevention and administration. Students wishing to work with specific populations can take specialized curricula to work in *Addictions, Administration, Career Counseling and Development Studies; Community Wellness and Prevention; Eating Disorders; Employee Assistance Programs, or Gerontology*. The Human Service programs at National-Louis University are based on an Eclectic philosophy and taught by an interdisciplinary faculty. These programs are designed to develop and refine skills of current and prospective professionals. The program curricula emphasize eclectic, integrated care for the whole person, client empowerment, and accountability to the community.

The Master of Science in Human Services/Counseling degree requires 48 SH credit, and is designed to meet Illinois Professional Counselor Licensure requirements as a Licensed Professional Counselor (LPC) and certification requirements as a National Certified Counselor (NCC). With two years of post-master's supervised counseling, students are eligible to apply for the clinical license as Licensed Clinical Professional Counselors (LCPC). All other degree programs in Human Services require 36SH and thus need additional course work to be eligible to take the LPC Licensure exam. Specialized degree programs are designed to meet the needs of professionals working with individuals, groups and families according to the standards of the specific client group. Students in the specialization areas may be eligible for LPC licensure with twelve additional semester hours of graduate credit, recommended by faculty advisors. This can also be done by combining a certificate with the specialized degree. When combining a 36SH degree with a professional certificate, 6 SH may be credited to both the certificate and degree depending on the specific needs of the population to be served.

Students completing the Master of Science in Human Services/Addictions Counseling or the Professional Graduate Certificate in Addictions Counseling are eligible to sit for the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA) Certificate Exam. Applicants who successfully pass this exam are awarded full certification.

The programs are designed for working adults who may elect to enroll on a full-or part-time basis. All required courses, except for internships, will be offered in the evening or on Saturdays, although nonrequired elective courses may be available at other times. Although graduate Human Service courses are offered on all Chicago area campuses, specific courses may not be available in all locations. Students should consult their academic advisors and the current University Class Schedule to determine the availability of programs and courses at specific campus locations. Upper-level undergraduate students may take selected graduate courses upon undergraduate advisor or instructor approval.

Admission to the degrees and certificates in Human Services require a "B" average undergraduate GPA; a score of 52 (50 percentile) on the Watson Glaser Test (or equivalent graduate exam score); three letters of reference; and recommendation, per admission interview, with a faculty member. All applicants are screened for suitability in the program. Persons who have previously earned a graduate degree do not need to take the Watson Glaser Test.

The student is at all times responsible for obtaining Advisor Approval of any individualized program of studies and is further referred to the Human Service Graduate Student Handbook and the Human Service Graduate Internship Program Handbook. These handbooks are available on each campus and further define and clarify policies, expectations, and requirements of the student's program of study. Handbook policies and programmatic revisions contained therein may supersede the general descriptions and explanations set forth in the catalog.

Program Concentrations**Addictions**

The need for professionally trained counselors to combat substance abuse problems continues to grow as more Americans want to become drug free and more employers demand it. This program offers a degree concentration and a certificate program in substance abuse counseling, both of which are accredited by Illinois Alcohol and Other Drug Abuse Professional Certification Associations.

Administration

Human Service Administration is a program designed for professionals who are targeting management either as a primary thrust or as an adjunct to other focuses of practice (counseling, gerontology, adult education, EAP, etc.). Historically, social agency administrators were trained as direct service practitioners and then promoted into administrative positions. Agency Management requires a unique set of skills. The program offers the skills for both the new administrator and the experienced practitioner who aspire to provide excellence in agency leadership.

Career Counseling and Development Studies

According to the Bureau of Labor Statistics, the job category of Counselor (Career) is expected to grow by 31% through the year 2005 due to the complex changes in the labor market and the increasing number of people who will seek help in identifying satisfactory occupations. At the same time, many helping professionals would like to add a marketable specialty, such as career counseling, to expand their own employment opportunities. This certificate program is designed specifically for persons who already have a master's degree in human services or a related field. Students who are not currently working on or have completed such a degree may be required to complete additional classes. The course work in this certificate will enhance the preparation of those students eligible to take licensing or certification exams such as LPC, NCC, and NCCC.

Community Wellness and Prevention

The Community Wellness and Prevention program emphasizes the interdisciplinary and multicultural nature of Wellness and Prevention as a Professional field of study. In addition to prevention courses, the program requires course work in counseling, program administration, and community intervention as well as specialized internships.

Counseling

Out of the 1960's community mental health movement came a demand for more accessible mental health counseling services for the public. Professional counselors emerged to meet this need for primary, community based clinical care. The counseling program at National-Louis University is designed to train counseling professionals employing an eclectic approach to practice in community agencies and counseling centers. The interdisciplinary faculty offer a diversity of practice specializations and skills. Counselors are employed in diverse work settings where they serve a variety of needs.

Program course work includes the theories and techniques to practice individual, group, and family counseling. Other course work includes topics in human development, testing, diagnosis, multicultural issues, counseling theories, professional issues, ethics and a clinical counseling internship. Students completing the program are eligible to apply for certification as a National Certified Counselor and to apply to the State of Illinois for the Licensed Professional Counselor (LPC) credential. After two years of post-master's supervised counseling experience, program graduates are eligible to apply to the State of Illinois for the Licensed Clinical Professional Counselor (LCPC) credential.

Eating Disorders

This certificate will prepare students to work with individuals, families, and groups in the area of eating disorders treatment and prevention. After completing the four classes a student will have received the most up to date training in the area of eating disorders and may be eligible to sit for the certification exam offered by the International Association of Eating Disorders Professionals (IAEDP). This certificate is intended for masters level students who are currently working in the helping professions and have a desire to add this speciality training to their expertise.

Employee Assistance

An increasing awareness among companies that helping employees means helping the bottom line has contributed to a proliferation of employee assistance programs. Although EAP professionals are primarily concerned with substance abuse issues, they are also called upon to address broader issues such as elder care, child care, stress management, depression, and AIDS.

Gerontology

Persons over the age of 85 are the fastest growing segment of our society. With this increase in the numbers of persons growing older has come the need to train professionals to meet the various counseling, social service and consumer needs.

Older adults are demanding counselors who are specifically trained to understand the specific emotional, social and spiritual needs of this population. Family service agencies, Mental Health Centers, senior centers, care coordinating agencies, recreational facilities, learning programs, and volunteer coordinating agencies require skilled professionals. Specialists are also needed in the business sector, in government, and in service industries. This program is set up to bring together counseling and administrative skills to meet the student's career goals. With the Masters degree concentrating in gerontological counseling in combination with a certificate in counseling, the student may be eligible to sit for the exam leading to licensure as a Licensed Professional Counselor (LPC). With the degree in gerontological counseling and the certificate in administration, the student can combine these two skill groups to with the variety of community based services for older adults. Other creative options may be available to meet the unique needs of senior populations.

Professional Responsibility in Human Service Work

In addition to the usual academic expectations, the faculty of the Department of Human Services emphasizes that student success also means demonstrating responsible and ethical behavior towards self and others. Each student pursuing human service study is expected to subscribe to the code of ethics and to abide by the department's policy on attitudes and behavior with respect to drug use, as published in the Human Services Student Handbook. Student continuance in and completion of the program is based on academic and affective criteria as evaluated by the faculty.

Human Services Student Minimum Performance Criteria

It is the responsibility of the Human Services faculty to assess students regularly in relation to their academic progress and professional development. Students are expected to meet the minimum criteria at all times. The Human Services faculty reserves the right to retain only those students who meet the defined minimum criteria. The faculty will provide feedback to students relating to any areas of concern and discuss methods of improvement. In addition to specific course criteria, each human service student is expected to:

- Follow policies and procedures and supervisory directions of the human services program and field placement agencies.
- Demonstrate honesty in all matters.
- Respect the rights of others.
- Maintain a physically clean, neat, and appropriate professional appearance.
- Refrain from unprofessional attention-getting behavior.
- Maintain professional relationships with clients and agency staff and refrain from personal social relationships.
- Not come to school, class, or internship under the influence of alcohol or nonprescription drugs.
- Demonstrate an ability in class and internship to separate his/her personal issues from their professional responsibilities.

Transfer Credit

Graduate hours completed in an accredited institution that offers graduate degrees may be transferred into the degree and certificate programs offered by the Human Service Department following the general guidelines of the college. A maximum of nine semester hours of course work required for the degree may be transferred.

Student Rights and Appeals Processes

It is the student's obligation to read and become familiar with their rights and obligations as are further explained in the General Information section of this catalog as well as policies contained within the Student Guidebook of the Office of Student Affairs.

Internship Program

The goals of the internship program for the student, agency, and the University are:

- A. To provide students with experience upon which to build their professional careers.
- B. To provide students with an arena in which to practice the application of human service theories and techniques in field settings.
- C. To provide students with an opportunity to discover and refine their professional strengths and weakness.
- D. To broaden the student's concept of human service agencies and provide experiences that will expand the student's understanding of human behavior and organizational functions.
- E. To enable the student to develop an ability to think critically and analyze his/her own skills and techniques.
- F. To help the student grow in his/her own level of self-awareness.
- G. To provide the University with a practical setting for evaluating the student's performance.
- H. To establish and enhance communication between community agencies and the University.
- I. To offer practitioners an opportunity to cooperate and serve the profession through the preparation of professionals.

Students should note that most internship placements are during the day. Late afternoon, evening, and weekend sites may be available depending on the student's curriculum; however, this is the exceptional site and not the general rule. The agency placement process generally begins approximately nine months prior to internship registration. This allows the student ample time to adjust work and/or family commitments to avoid possible schedule conflicts.

All students while in their internships are covered by malpractice insurance. Students upon registering for their internships are required to pay a one-time fee to cover the cost of the insurance.

Although internships are a common component of most helping professions' educational programs, National-Louis University believes that our internships provide a unique, intense, and valuable learning experience. In addition to the excellent daily supervision and direction provided by agency staff, group

and individual supervision is simultaneously provided by the faculty clinical coordinators of each campus in seminar settings. (See the Graduate Student Handbook and Campus Clinical Coordinators for more information.)

Students who receive a failing grade on the internship will be dropped from the program.

Human Services/Addictions Counseling (M.S.)
(IAODAPCA accredited)

| Course Requirements | | 36 SH |
|---------------------|--|-------|
| HSC501 | Fundamentals of Counseling in Human Services | 3 |
| HSC510 | Theories of Counseling | 3 |
| HSC512 | Theory and Technique of Group Counseling | 3 |
| HSS430 | Theory and Perspective of Addiction | 3 |
| HSS431 | Physiology of Addictions | 3 |
| HSS530 | Sociology of Addictions | 2 |
| HSS531 | Addiction and the Family | 3 |
| HSS532 | Advanced Clinical Intervention in Addictions | 3 |
| HSS593 | Professional Seminar in Addictions | 1 |
| HSM508 | Research and Evaluation Methodology | 3 |
| HSM581 | Human Services Internship I | 1 |
| HSM582 | Human Services Internship II | 1 |
| HSM585 | Internship Supervision | 2 |
| Electives | | 5 |

Human Services Administration (M.S.)
Course Requirements 36 SH

| | | |
|--------|--|---|
| HSA510 | Administration of Human Service Organizations | 3 |
| HSA512 | Program Development & Evaluation in Human Services | 3 |
| HSM508 | Research and Evaluation Methodology | 3 |
| HSA430 | Computers in Human Services | 3 |
| HSM406 | Human Services and the Law | 3 |
| HSA504 | Managerial Accounting and Finance in Human Services | 3 |
| HSA502 | Management Information Systems for Human Services | 3 |
| HSA507 | Personnel Management for Human Service Organizations | 3 |
| HSA514 | Human Service Fund Raising and Grantmanship | 3 |
| HSA522 | Organization and Community Behavior | 3 |
| HSA593 | Human Service Administration Colloquium | 3 |

| Electives (Listed below) | | |
|--------------------------|--|-----|
| HSM510 | Research Applications in HS | 3 |
| HSA523 | Administration of Volunteer Programs | 3 |
| HSA521 | Interviewing for Administrators | 3 |
| HSG543 | Administration of Community Programs for the Elderly or other courses with advisor approval. | 2-3 |

(In the event that any courses are waived, additional courses must be taken to total 36 Semester Hours.)

Human Services/Community Wellness and Prevention (M.S.)

| Course Requirements | | 36 SH |
|----------------------------|---|-------|
| HSC501 | Fundamentals of Counseling in Human Services | 3 |
| HSA520 | Introduction to Human Service Administration | 1 |
| HSA512 | Program Development and Evaluation in Human Services | 3 |
| HSM415 | Strategies of Community Intervention <u>or</u> | |
| HSA522 | Organization and Community Behavior | 3 |
| HSP551 | Prevention and Intervention Models | 3 |
| HSC500 | Human Service Delivery Models and Trends | 2 |
| HSP450 | Theory and Perspective on Prevention and Intervention | 3 |
| HSP555 | Concepts in Prevention Program Management | 3 |
| HSM508 | Research and Evaluation Methodology | 3 |
| HSP556 | Prevention Integration Group | 2 |
| HSP593 | Professional Seminar in Community Wellness | 1 |
| HSC503 | Counseling and Human Development in a Multicultural Society | 3 |
| HSM581 | Human Services Internship I | 1 |
| HSM582 | Human Services Internship II | 1 |
| HSM585 | Internship Supervision | 2 |
| Electives under advisement | | 6 |

Human Services/Counseling (M.S.)

| Course Requirements | | 48 SH |
|---------------------|---|-------|
| HSC501 | Fundamentals of Counseling in Human Services | 3 |
| HSC510 | Theories of Counseling | 3 |
| HSC512 | Theory and Technique of Group Counseling | 3 |
| HSC500 | Human Service Delivery Models and Trends | 3 |
| LAP506 | Advanced Human Development | 3 |
| LAP505 | Advanced Abnormal Psychology <u>or</u> | |
| HSC505 | Clinical Assessment and Diagnosis | 3 |
| HSC506 | Introduction to Theory and Practice of Family Therapy | 3 |
| HSC503 | Counseling and Human Development in a Multicultural Society | 3 |
| LAP501 | Psychological Assessment I | 3 |
| HSC504 | Clinical Techniques of Counseling | 3 |
| HSC514 | Counseling for Career Development | 3 |
| HSM508 | Research and Evaluation Methodology | 3 |
| HSM581 | Human Services Internship I | 1 |
| HSM582 | Human Services Internship II | 1 |
| HSM583 | Human Services Internship III | 1 |
| HSM585 | Internship Supervision | 3 |
| HSC593 | Professional Seminar in Human Services: Counseling Electives Under Advisement | 5 |

Human Services/Employee Assistance Programs (M.S.)

| Course Requirements | | 36 SH |
|--|--|-------|
| HSC502 | Strategies of Crisis Intervention | 3 |
| HSC504 | Clinical Techniques of Counseling | 3 |
| HSC505 | Clinical Assessment and Diagnosis | 3 |
| HSE562 | Employee Assistance Program | 3 |
| HSE563 | Counseling in an EAP Setting | 3 |
| HSE593 | Professional Seminar in EAP | 1 |
| HSS430 | Theory and Perspective of Addictions | 3 |
| HSS431 | Physiology of Addictions | 3 |
| HSS532 | Advanced Clinical Intervention in Addiction Treatment | 3 |
| HSM406 | Human Services and the Law | 3 |
| HSM508 | Research and Evaluation Methodology | 3 |
| Electives under advisement | | 1 |
| HSM581 | Human Services Internship I | 12 |
| HSM582 | Human Services Internship II | 1 |
| HSM585 | Internship Supervision | 2 |
| For students seeking the Employee Assistance Program and Addictions Counselor Certification add the following: | | |
| HSS530 | Sociology of Addictions | 2 |
| HSS531 | Addiction and the Family | 3 |
| HSM583 | Human Services Internship III (At least 500 hours at an approved site) | 1 |
| HSM585 | Internship Supervision | 1 |

Human Services/Gerontology Counseling (M.S.)

| Course Requirements | | 36 SH |
|----------------------------|---|-------|
| HSC501 | Fundamentals of Counseling in Human Services | 3 |
| HSC510 | Theories of Counseling | 3 |
| HSC512 | Theory and Technique of Group Counseling | 3 |
| HSC441 | Health Care for Older Adults | 3 |
| HSC542 | Programs and Public Policies for Older Adults | 3 |
| HSC545 | Introduction to Aging in America | 3 |
| HSC548 | Counseling Elders and their Families | 1 |
| HSC593 | Professional Seminar in Gerontology | 3 |
| HSM508 | Research and Evaluation Methodology | 3 |
| LAP540 | Abnormal Psychology of Aging | 2 |
| Electives under advisement | | 2 |
| HSM581 | Human Services Internship I | 1 |
| HSM582 | Human Services Internship II | 1 |
| HSM583 | Human Services Internship III | 1 |
| HSM585 | Internship Supervision | 3 |

Professional Graduate Certificate Programs

Graduate certificate programs are intended primarily for professionals who already have a Master's Degree in human services or a related area. Students who have a bachelor's degree may be admitted with advisor approval and may be required to complete additional coursework.

All applicants must successfully complete the graduate application process. The Watson-Glazer test is waived for candidates who have a Master's Degree.

Addictions Counseling (IAODAPCA accredited) 18-24 SH

| | | |
|------------|--|---|
| HSC501* | Fundamentals of Counseling in Human Services | 3 |
| HSC512* | Theory and Techniques of Group Counseling | 3 |
| HSS430 | Theory and Perspectives of Addictions | 3 |
| HSS431 | Physiology of Addictions | 3 |
| HSS530 | Sociology of Addictions | 2 |
| HSS531 | Addictions and the Family | 3 |
| HSS532 | Advanced Clinical Intervention in Addictions | 3 |
| HSM581-583 | Human Services Internships (500 hours/25 week minimum) | 2 |
| HSM585 | Internship Supervision | 2 |

* Course may be waived if equivalent can be documented

Addictions Treatment Studies 18 SH

(For those who have paid work experience in Addictions Treatment counseling or already have professional certification; the following plus electives under advisement to total 18 semester hours.)

| | | |
|----------------------------|---------------------------------------|---|
| HSS430 | Theory and Perspectives of Addictions | 3 |
| HSS431 | Physiology of Addictions | 3 |
| HSS530 | Sociology of Addictions | 2 |
| HSS531 | Addictions and the Family | 3 |
| Electives under advisement | | 7 |

Career Counseling and Development Studies 21-24 SH

Certificate Prerequisites

Graduate degree in counseling or related helping profession or Graduate degree in Human Resources or training plus these program prerequisites (or equivalents):

| | | |
|--------|---|---|
| HSC514 | Counseling for Career Development | 3 |
| HSJ515 | Career Assessment, Information Resources and Technology | 3 |

| | | |
|---------|---|-----|
| HSC503 | Counseling and Human Development in Multicultural Society | 3 |
| HSJ520 | Career Program Development and Management | 3 |
| HSJ525 | Career Coaching, Consultation and Performance Improvement | 3 |
| HSJ530 | Research/Evaluation in Career Counseling and Development | 3 |
| HSJ591A | Career Counseling Field Work and Supervision | 3-6 |

Community Wellness and Prevention Studies 18 SH

| | | |
|--------|---|---|
| HSC503 | Counseling and Human Development in a Multicultural Society | 3 |
| HSC501 | Fundamentals of Counseling in Human Service | 3 |
| HSP450 | Theory and Perspective on Prevention and Intervention | 3 |
| HSP551 | Prevention and Intervention Models | 3 |
| HSP555 | Concepts in Prevention Program Management | 3 |
| HSA522 | Organization and Community Behavior | 3 |

Internships may be available upon student request

Counseling Studies 18-24 SH

| | | |
|--------|---|---|
| HSC501 | Fundamentals of Counseling in Human Services | 3 |
| HSC503 | Counseling and Human Development in a Multicultural Society (formerly HSC402) | 3 |
| HSC504 | Clinical Techniques of Counseling | 3 |
| HSC506 | Theory and Practice of Family Therapy | 3 |
| HSC510 | Theories of Counseling | 3 |
| HSC512 | Theory and Techniques of Group Counseling | 3 |

Graduates of a 36 semester hour counseling curriculum may use the Counseling Studies Certificate to enhance their preparation to meet current professional practice and credentialing requirements. Course requirements may be modified by the advisor to meet individual professional needs.

Eating Disorders (IAEDP approved) 12 SH

Admission to a graduate certificate in Eating Disorders requires an earned master's degree.

| | | |
|--------|---|---|
| HSD500 | Eating Disorders: Introduction and Overview | 3 |
| HSD508 | Treatment Modalities for Eating Disorders | 3 |
| HSD510 | Medical and Physiological Aspects of Eating Disorders | 3 |
| HSD512 | Nutrition Treatment for Eating Disorders | 3 |

| Employee Assistance Programs | | | 19-24 SH | Long-Term Care Administration | | | 18 SH |
|--------------------------------|---|--|----------|-------------------------------|---|--|-------|
| HSC502 | Strategies in Crisis Intervention | | 3 | HSC441 | Health Care for Older Adults | | 3 |
| HSE562 | Employee Assistance Programs | | 3 | HSC542 | Programs and Policies for Older Adults | | 3 |
| HSE563 | Counseling in an EAP Setting | | 3 | HSC544 | Long-Term Care for Older Adults | | 3 |
| HSM581 | Human Services Internship I | | 1 | HSC545 | Introduction to Aging in America | | 3 |
| HSM582 | Human Services Internship II | | 1 | HSC548 | Counseling Elders and Their Families | | 3 |
| HSM585 | Internship Supervision | | 1 | HSC549 | Long-Term Care Regulations | | 3 |
| HSM585 | Internship Supervision | | 1 | Human Service Administration | | | 18 SH |
| HSS532 | Advanced Clinical Intervention in Addiction Treatment | | 3 | HSA510 | Administration of Human Service Organizations | | 3 |
| HSM406 | Human Services and the Law | | 3 | HSA512 | Program Development & Evaluation in Human Services | | 3 |
| Gerontology Counseling Studies | | | 18-24 SH | HSA430 | Computers in Human Services | | 3 |
| HSC501* | Fundamentals of Counseling in Human Services | | 3 | HSA504 | Managerial Accounting and Finance in Human Services | | 3 |
| HSC512 | Theory and Techniques of Group Counseling | | 3 | HSA522 | Organization and Community Behavior Electives | | 3 |
| HSG441 | Health Care for Older Adults | | 3 | | | | |
| HSG542 | Programs and Policies for Older Adults | | 3 | | | | |
| HSG545 | Introduction to Aging in America | | 3 | | | | |
| HSG548 | Counseling Elders and Their Families | | 3 | | | | |
| LAP540 | Abnormal Psychology of Aging | | 3 | | | | |

* Course may be waived if equivalent can be documented

| Gerontology/Administration | | | 18 SH | Gerontology Generalist Studies | | | 18 SH |
|----------------------------|--|--|-------|---|--|--|-------|
| HSA523 | Administration of Volunteer Programs | | 3 | (Five of the following plus electives under advisement to total 18 hours) | | | |
| HSG441 | Health Care for Older Adults | | 3 | HSC441 | Health Care for Older Adults | | 3 |
| HSC543 | Administration of Community Programs for the Elderly | | 3 | HSC542 | Programs and Policies for Older Adults | | 3 |
| HSG544 | Long-Term Care for Older Adults | | 3 | HSC543 | Administration of Community Programs for the Elderly | | 3 |
| HSG545 | Introduction to Aging in America | | 3 | HSG545 | Introduction to Aging in America | | 3 |
| HSG548 | Counseling Elders and Their Families | | 3 | HSC548 | Counseling Elders and Their Families | | 3 |
| | | | | LAP540 | Abnormal Psychology of Aging | | 3 |

Psychology Department Programs

Master of Arts Program Description

Students in the Master of Arts in Psychology program complete required core courses and research components. Core courses include advanced work in the areas of human development, personality, abnormal psychology, cognitive and/or social psychology, assessment, and psychological statistics, design and analysis, thus giving graduates a breadth of knowledge of psychological principles.

Students may select additional courses from one of four clusters of advanced psychology electives that represent specific subfields of psychology or other interest areas in consultation with the program advisor. The subfields or interest areas include human development, cultural psychology, organizational psychology, and health psychology. Depending upon the subfield or interest area chosen, the Master of Arts in Psychology requires a total of 36 to 49 semester hours of graduate credit.

The Master of Arts in Psychology program is appropriate for students who are interested in teaching at the community college or four-year college level, or for a variety of other career options in developmental, cultural, organizational, or health psychology. The knowledge, skills and competencies developed in the master's program will also provide a solid foundation for later doctoral study.

The human development specialization provides an opportunity for advanced study of fundamental psychological principles and their application across the lifespan. Students have the opportunity to study at an advanced level the physical, social, emotional, moral, and intellectual development of human

beings across the lifespan. An emphasis on life contexts incorporates a multicultural perspective.

Graduate-level course work in cultural psychology and courses from the other social sciences will help students address issues of cultures and values clarification as these impact on the attitudes and behavior of individuals and groups in community settings, as well as in the international climate of today's world. Graduates with training in cultural psychology will be able to work closely with clinicians, social scientists, educators, community, organizational and health psychologists, to name just a few.

The study of organizational psychology and related areas can give graduates the opportunity to apply their knowledge of psychology in business and corporate settings. Graduates with a knowledge of contemporary psychological principles and influence techniques can aid in customer relations and marketing fields, as well as many other applications.

The field of health psychology is receiving increased emphasis within both the professional and academic community. Health psychologists are interested in the psychological and behavioral aspects of physical and mental health. They aid in the promotion and maintenance of health, and often serve as members of multidisciplinary teams in the health-care professions.

Program Requirements

| Required Core Courses | | 15 semester hours |
|---|---|-------------------|
| All students in the Master of Arts in Psychology program are required to complete the following advanced psychology courses. These courses plus one additional elective in psychology comprise the Graduate Certificate in Psychology, the core on which all four specialties is based. | | |
| LAP501 | Psychological Assessment I | 3 |
| LAP505 | Advanced Abnormal Psychology | 3 |
| LAP506 | Advanced Human Development | 3 |
| LAP510 | Advanced Theories of Personality | 3 |
| LAP509 | Advanced Social Psychology ¹ OR | 3 |
| LAP507 | Advanced Cognitive Psychology | 3 |

| Required Research Components | | 6 |
|---|--|---|
| All students are required to complete courses in statistics and/or research design, data analysis and thesis. Courses to be used to meet the research requirement are as follows: | | |
| LAP517 | Psychological Statistics - Design and Analysis OR | 3 |
| INT512A | Research Design and Methodology | 3 |
| LAP599 | Thesis | 3 |

¹Students who are interested in organizational psychology should take LAP 509, Advanced Social Psychology.

Interest Areas - Electives

| Human Development | | 15 SH |
|--|---|-------|
| (15 SH may be selected from the following list. Additional courses may be substituted with permission from the advisor.) | | |
| LAP511 | Infancy | 3 |
| HSG545 | Introduction to Aging in America | 3 |
| EPD650 | Advanced Child Development | 2 |
| EPS508 | Psychology of Adolescence | 2 |
| ACE503A | Adult Development | 2 |
| ACE521 | Counseling Adult Students in the Nonclinical Setting | 3 |
| ACE530 | Contemporary Issues in Adult and Continuing Education | 3 |
| LAP508 | Interpersonal Development | 3 |
| LAP450 | Human Sexuality | 3 |
| LAP515 | Advanced Culture and Self | 3 |
| HSM420 | Women and Mental Health Issues | 3 |
| LAP501 | Psychological Assessment I | 3 |
| LAP502 | Psychological Assessment II | 3 |
| LAP503 | Psychological Assessment III | 3 |
| Total minimum hours | | 36 |

| Cultural Psychology | | 15 SH |
|--|---|-------|
| (15 SH may be selected from the following list. Additional courses may be substituted with permission from the advisor.) | | |
| LAP450 | Human Sexuality | 3 |
| LAP515 | Advanced Culture and Self | 3 |
| LAP512 | Cross Cultural Perspectives in Mental Health | 3 |
| LAP443 | Managing Interpersonal Communication | 3 |
| LAP504 | Psychological Foundations and Systems | 3 |
| HSC503 | Counseling and Human Development in a Multicultural Society | 3 |
| LAS441 | Urban Anthropology | 3 |
| LAP525 | Psychology of Artistic Expression | 3 |
| Total minimum hours | | 36 |

| Organizational Psychology | | 15 SH |
|--|--|-------|
| (15 SH may be selected from the following list. Additional courses may be substituted with permission from the advisor.) | | |
| LAP550 | Advanced Industrial Psychology | 3 |
| LAP543 | Advanced Interpersonal Relations | 3 |
| HSC501 | Fundamentals of Counseling | 3 |
| LAP507 | Theories of Cognitive Development | 3 |
| INT519 | Principles and Methods of Group Communications | 3 |
| HSA511 | Human Services Management | 3 |
| HSA502 | Management Information System for Human Services | 3 |
| MGT500 | Contemporary Marketing Issues | 3 |
| MGT503 | Management and Leadership | 3 |
| Total minimum hours | | 36 |

40

| | | |
|----------------------------|--|-------|
| Health Psychology | | 12 SH |
| Required Clinical Courses: | | 16 SH |
| HSC501 | Fundamentals of Counseling in Human Services | 3 |
| HSC510 | Theories of Counseling | 3 |
| LAP502 | Psychological Assessment II | 3 |
| LAP503 | Psychological Assessment III | 3 |
| LAP590A | Internship I | 2 |
| LAP590B | Internship II | 2 |

Electives: (12 SH may be selected from the following list. Additional courses may be substituted with permission from the advisor.)

| | | |
|---------------------|---|----|
| HSP450 | Theory and Perspective on Prevention and Intervention | 3 |
| LAP520 | Biological Basis of Behavior | 3 |
| LAP530 | Health Psychology | 3 |
| HSP551 | Prevention and Intervention Models | 3 |
| LAP545 | Pain Management | 3 |
| LAP535 | Psychopharmacology | 3 |
| Total minimum hours | | 49 |

Graduate Certificate in Psychology

The graduate certificate in psychology includes advanced study in the areas of Personality, Human Development, Abnormal Psychology and other areas. This certificate provides support for students planning on graduate study in human services, professional preparation as a psychologist, or further work in a variety of social science programs. It is also appropriate for teachers or professionals in corrections, community mental health, counseling or social work, and for students interested in careers in business or law.

Students should have a bachelor's degree and have taken some undergraduate psychology courses.

The following courses are required: 18 SH

| | | |
|--------|--|---|
| LAP501 | Psychological Assessment I | 3 |
| LAP505 | Advanced Abnormal Psychology | 3 |
| LAP506 | Advanced Human Development | 3 |
| LAP510 | Advanced Personality Theory | 3 |
| LAP507 | Theories of Cognitive Psychology or | |
| LAP509 | Advanced Social Psychology | 3 |

Electives at graduate level to be selected in consultation with program advisor 3

Written Communication Program

Written Communication (M.S.)

The purpose of this program is to offer college graduates of all ages a series of courses designed to develop their writing skills to a professional level which meets their current or projected career or personal needs. This program is **not** primarily directed towards the **teaching** of writing. (For such programs please see the Education listings.) Rather it addresses the writer as writer—an option rarely found outside schools of journalism. Although this is an English Department program, students in all fields of interest are eligible, regardless of the type of baccalaureate degree they hold or the area of writing they wish to pursue.

Consisting of a total of 33 semester hours of graduate credit, which includes a thesis project, the program offers a variety of advanced writing courses from the fields of information writing, promotional writing, creative writing, and feature writing, and from the related fields of editing and publishing.

Required courses have been kept to a minimum, allowing each student to tailor a program which exactly suits his or her individual needs.

Students may be able to transfer up to six hours of graduate credit from another institution, with approval from the program director.

Students may be able to apply for up to six hours of Credit by Proficiency for past professional experience which essentially duplicates the materials of a course in the program.

Students may include a maximum of two courses from other NLU programs or departments when designing their degree. Examples might include:

- courses in literature
- courses in the teaching of writing
- courses in adult or continuing education (writing focused)
- courses in the field of human services
- courses in business and management
- courses in science or medical technology
- courses in psychology
- courses in theatre
- writing-intensive courses such as INT512: Fundraising and Grantsmanship

Other suggestions are listed in the program brochures.

Because writing is a developmental skill, we prefer that students enroll in this program on a part-time basis, usually taking one writing-intensive course per term. A minimum of two years is usually required to complete the program, with many students preferring to take somewhat longer. Transfer credit or Credit by Proficiency can shorten this time.

For financial-aid eligibility or to shorten the time required for completion, students may, in any regular term, add a one-hour course—which is **not** writing-intensive—to their writing-intensive course, selecting from courses such as Methods of Research for Writers or The Professional Writer, which are usually offered in modules of one semester hour at a time.

Application for the program includes a brief impromptu essay which can be scheduled at the student's convenience—to ensure that there are no serious writing problems which might interfere with progress.

Course Requirements

| | | |
|--------|---|------|
| LAE500 | Advanced Expository Writing | 3 |
| LAE510 | Rhetorical Theory: History and Practice | 3 |
| LAE599 | Thesis Project | 3-6 |
| Total | | 9-12 |

English Elective Courses

| | | |
|---------------|---|-------|
| LAE450 | Fundamentals of Journalism | 3 |
| LAE460 | Editing and Publishing the Small Journal | 3 |
| LAE461 | Writing Promotional and Advertising Copy | 3 |
| LAE465 | Creative Writing: Humor | 3 |
| LAE492A,B,C* | Methods of Research for Writers I, II, III (492A, 492B, 492C) | 1-3 |
| LAE501* | Writing from Reading: Research, Reports and Summaries | 3 |
| LAE502 | Creative Writing: Fiction | 3 |
| LAE503 | Creative Writing: Poetry | 3 |
| LAE504 | Creative Writing: Children's Books | 3 |
| LAE512A, B, C | The Professional Writer: Markets, Materials, Methods (I, II, III) | 1-3 |
| LAE515 | Feature Writing | 3 |
| LAE594 | Independent Study (more than one is possible) | 1 |
| LAE595 | Special Topic (more than one is possible) | 1 |
| Total | | 12-24 |

* Students are **strongly urged** to take either LAE492 **or** LAE501

| | |
|---|-----|
| Elective courses transferred from other programs OR departments at NLU | 0-6 |
| Elective courses transferred from other institutions | 0-6 |
| Credit by Proficiency | 0-6 |
| Maximum total Proficiency and/or transfer hours | 12 |
| Total Hours for Degree | 33 |

Course Descriptions

Course Numbering System:

College of Arts and Sciences

This section provides descriptions of all graduate courses given by the College of Arts and Sciences. The courses are listed in alphabetical order by College and department. The first three alpha characters indicate department and the three numbers indicate course level.

| | |
|---------|---------------------------------------|
| 400-499 | Advanced Undergraduate/Master's level |
| 500-599 | Master's level |
| 600-699 | Doctoral level |

Department Codes

| | |
|-----|--|
| ACE | Adult and Continuing Education |
| HSA | Administration |
| HSC | Core/Counseling |
| HSE | Employee Assistance Programs |
| HSG | Gerontology |
| HSJ | Career Counseling and Development |
| HSP | Prevention |
| HSS | Substance Abuse |
| HSM | Multiple Program |
| LAE | Liberal Arts and Sciences — English |
| LAP | Liberal Arts and Sciences — Psychology |

Adult and Continuing Education

Some courses may require an independent inquiry component which will be related to the objectives of the course.

ACE501 History and Philosophy: Education in the U.S.

An examination of competing histories of adult education activities in the United States and conflicting social purposes, beliefs, and assumptions which have guided those practices. 3 semester hours

ACE503 Adult Development and Learning

An introduction to the content and pedagogy of the Masters Program, emphasizing understanding self as learner and leading to a critical examination of adult development as it relates to learning theory, self-directed learning, and learning how to learn. 3 semester hours

ACE510 Instructional Communications

An introduction to the design and delivery of training and educative interventions in adult education. Scope of course is limited to those elements of educational practice which focus on instrumental learning. 3 semester hours

ACE511 Program Development

Develops the knowledge and skills necessary to design and conduct training and educational programs from needs analysis to evaluation of effectiveness. Identification and utilization of key resources are discussed. Prerequisite: Simultaneous enrollment in ACE520. 3 semester hours

ACE512 Leadership in Adult Education: Planning

An examination of program planning and development and the ways in which context, situation, and vision influence these processes. Prerequisite: Simultaneous enrollment in ACE520. 3 semester hours

ACE520 Leadership in Adult Education: Administration

An examination of organizational forms in which structured adult education practice occurs and the roles of persons responsible for the coordination and implementation of organization-based practice. Prerequisite: Simultaneous enrollment in ACE512. 3 semester hours

ACE521 Counseling the Adult Student in Non-Clinical Settings

Investigates current issues, theories, practices in counseling adults, focusing on the developmental stages and career needs of students. 3 semester hours

ACE522 Multicultural Issues in Adult and Continuing Education

An examination of adult education practice in the context of discourse on the social construction of knowledge. Emphasis will be placed on the deconstruction and reconstruction of participants' practices, theories, and beliefs. The purpose of this course is to allow students to understand themselves in the context of the social factors which shape their assumptions, their work and adult education generally. 3 semester hours

ACE525 Theoretical Foundations for TESL/TEFL (elective option)

Introduces the theory and practice for teaching English as a second or foreign language. The major topics to be covered include second language acquisition theories, cognitive, affective, social and cultural variables in second language learning and teaching, interlanguage and intralanguage studies, ESL/EFL testing, and ESL approaches and methods. 3 semester hours

ACE530 Contemporary Issues in Adult and Continuing Education

Examines the problems, concerns, agreements, disagreements, and other important aspects of the adult and continuing education field. Helps student become knowledgeable about subjects vital to program operation and progress and increases awareness of trends in the field. Prerequisite: ACE511, ACE520 and simultaneous enrollment in ACE593. 3 semester hours

ACE533 Use of Learning Technology Systems in the Delivery of Instruction with Adult Learners

Provides a broad knowledge about the uses of technology to enhance student achievement. The course will explore the outlines of instructional methods (i.e., collaborative learning, simulations, and programmed instruction), appropriate when using various technologies. Reviews the various types of instructional technology available to the educator as vehicles for both learning and skill's reinforcement. Computer technology, internet applications, multimedia (audio, video tape, video disk), telecommunications operations (distant learning systems), and introduction of specialized technology available for students with special needs are some of the technology that will be explored. 3 semester hours

ACE540 Introduction to Adult and Continuing Education

Introduces students to the field of adult and continuing education through examination of its history, philosophy, traditions, and activities. Discusses various organizations which provide adult and continuing education. 3 semester hours

ACE541 Conference and Workshop Management

Examines aspects of conference planning and implementation with reference to size, staff, audience, purpose, resources, and activities. Teaching skills in programming, exhibiting, promotion, and publicity. Explores techniques for registration, evaluation, and follow-up. 2 semester hours

ACE542 Budgeting in Adult and Continuing Education

Introduces student to the purposes and problems of budgeting and fiscal management in nonprofit organizations or functional units. Analyzes past program income and expense and teaches students to develop pro forma budgets for future programs and grant proposals. Addresses the need for overall fiscal accountability. 2 semester hours

ACE543 Marketing in Adult and Continuing Education

Provides an overview of strategies and problems related to the marketing of educational programs. Surveys a variety of marketing strategies, relative costs, and methods of evaluation effectiveness. Enables student to conduct market needs analysis and evaluate the probable success of potential program offerings. 2-3 semester hours

ACE544 Policies and Prospects: Adult and Continuing Education

Provides an overview of legislation and policies related to adult and continuing education, and examines trends which may affect future regulations. Attention is given to both federal and state legislation as applicable and to institutional policies common to given areas which establish instructional parameters in adult and continuing education field. 2 semester hours

ACE545 Evaluation of Instructional Programs

Explores both the rationale for evaluating educational and training programs and practical procedures for identifying and measuring variables related to participant reactions, learning, individual behavior changes, and organizational improvement. 3 semester hours

ACE546 Research Methodologies for Adult Education

Introduces principles and methods underlying the creation of knowledge. Develops a critical understanding of research and examines knowledge creation as a component of adult education. 3 semester hours

ACE547 Adult Learning in Groups

Introduces collaborative learning--the core element of the Adult Education Masters Program--through a critical examination of group processes and strategies for learning in groups, with a special emphasis on the cohort itself. 3 semester hours

ACE550 History and Philosophy of Developmental Education

Reviews the historical and philosophical forces that have shaped the field of developmental education at the postsecondary level. Integrates the history of higher education with the history of developmental education. Looks at current issues and facilitates the development of a personal philosophy statement. 3 semester hours

ACE551 The Use of Learning Technology Systems in the Delivery of Developmental Education

Provides a broad-based knowledge about the uses of technology to enhance student achievement. Reviews the various types of instructional technology available and the specialized technology to enhance student achievement. Explores the applications of technology to the delivery of instruction in a home-based, distant site, or group setting, and as a vehicle for initial learning or skills reinforcement. Outlines the types of instructional methods appropriate when using technology. 3 semester hours

ACE560M Theoretical Foundations for Learning and Teaching Mathematics at the Postsecondary Level

Explores the historical and current trends in mathematics education and their implications for adult developmental education. Studies the research on mathematics learning, cognitive psychology, effective instruction, and other related issues. 3 semester hours

ACE560R Theoretical Foundations for the Reading Process and Applications to Postsecondary Instruction

Explores historical and current theories of reading comprehension emphasizing a transactional and constructivist approach integrating writing with the reading process. Synthesizes the research that provides a foundation for models of the comprehension process and facilitates the application of those models to instructional delivery at the postsecondary level. *3 semester hours*

ACE560W Theoretical Foundations for the Writing Process and Applications to Postsecondary Instruction

Examines the theories informing the process approach to composition and analyzes current practices in writing instruction as they relate to the theory and to the process of reading. *3 semester hours*

ACE561RW Making the Reading and Writing Connection at the Postsecondary Level

Explores the significance of making the reading and writing connection across the postsecondary curriculum through a metacognitive model where the student learns through personal reading and writing experiences. These experiences become the foundation for an instructional model for adult learners. Prerequisites: ACE560R, ACE560W. *3 semester hours*

ACE562R Strategies for Postsecondary Reading Instruction

Investigates through observation and application instructional delivery systems designed to teach the adult how to enhance learning by becoming a more active reader. Integrates writing strategies that enhance the reading process. Explores methodology for developing coursework, workshops and individual instruction. *3 semester hours*

ACE562W Strategies for Postsecondary Writing Instruction

Applies the theories underlying the process intervention approach to postsecondary writing instruction and teaches students to develop strategies and techniques for group and individual settings. *3 semester hours*

ACE563M Analysis and Assessment of Mathematics Comprehension at the Postsecondary Level

Compares and contrasts various formal and informal, quantitative and qualitative assessment instruments used throughout the process of mathematics instruction and comprehension. Studies both the formative and summative nature of such instruments ranging from placement tests to preassessment inventories to postinstructional interviews and surveys. Explores methods of analyzing and applying the results for purposes of placement and evaluation. *3 semester hours*

ACE563R Analysis and Assessment of Reading Comprehension at the Postsecondary Level

Compares and contrasts various formal and informal, quantitative and qualitative assessment instruments used throughout the process of comprehension instruction. Studies both the formative and summative nature of such instruments ranging from placement tests to preassessment inventories to postinstructional interviews and surveys. Explores methods of analyzing and applying the results for purposes of placement and evaluation. *3 semester hours*

ACE563W Analysis and Assessment of Writing

Examines current practices in the evaluation of postsecondary student writing throughout the writing process in terms of assessment, andragogy, and composition theory with an emphasis on application to the nontraditional adult population. *3 semester hours*

ACE565M Teaching Mathematics to the Postsecondary Student I

Studies the content and effective approaches for teaching adults whole numbers, fractions, decimals, integers, percent, ratio, and proportion with a focus on recent research on teaching and learning theories and problem solving. Stresses developing a teaching methodology which emphasizes a conceptual understanding of mathematics. *3 semester hours*

ACE566M Teaching Mathematics to the Postsecondary Student II

Strengthens the algebraic skills of the developmental educator and addresses strategies for teaching elementary algebra and basic geometry topics: integers, equations, graphing, functions, systems of equations, geometry and measurement in algebra, polynomials, radicals, exponents, quadratic equations. Focuses on recent research on teaching and learning theories. Stresses developing a teaching methodology which emphasizes a conceptual understanding of algebra. *3 semester hours*

ACE5901R Internship in Teaching Reading at the Postsecondary Level I

Provides the student with the opportunity to be involved regularly in a developmental reading experience (e.g., class, tutoring, materials development) mainly at the level of observation and to be mentored by an experienced instructor. Activity will vary depending on experience and area of interest. *2 semester hours*

ACE5902R Internship in Teaching Reading at the Postsecondary Level II

Provides the student with the opportunity to be involved regularly in a developmental reading experience mainly at the level of assisting the primary instructor. Activity will vary depending on experience and area of interest. Internship I is a prerequisite. *2 semester hours*

ACE5903R Internship in Teaching Reading at the Postsecondary Level III

Provides the student with the opportunity to be the primary instructor in a developmental reading experience. Students will be observed and advised regularly. Internships I and II are prerequisites. *2 semester hours*

ACE5901W Internship in Teaching Writing at the Postsecondary Level I

Provides the student with the opportunity to be involved regularly in a developmental writing experience (e.g., class, tutoring, materials development) mainly at the level of observation and to be mentored by an experienced instructor. Activity will vary depending on experience and area of interest. *2 semester hours*

ACE5902W Internship in Teaching Writing at the Postsecondary Level II

Provides the student with the opportunity to be involved regularly in a developmental writing experience mainly at the level of assisting the primary instructor. Activity will vary depending on experience and area of interest. Internship I is a prerequisite. *2 semester hours*

ACE5903W Internship in Teaching Writing at the Postsecondary Level III

Provides the student with the opportunity to be the primary instructor in a developmental writing experience. Student will be observed and advised regularly. Internships I and II are prerequisites. *2 semester hours*

ACE5901M Internship in Teaching Math at the Postsecondary Level I

Provides the student with the opportunity to be involved regularly in a developmental math experience (e.g., class, tutoring, materials development) mainly at the level of observation and to be mentored by an experienced instructor. Activity will vary depending on experience and area of interest. *2 semester hours*

ACE5902M Internship in Teaching Math at the Postsecondary Level II

Provides the student with the opportunity to be involved regularly in a developmental math experience mainly at the level of assisting the primary instructor. Activity will vary depending on experience and area of interest. Internship I is a prerequisite. *2 semester hours*

ACE5903M Internship in Teaching Math at the Postsecondary Level III

Provides the student with the opportunity to be the primary instructor in a developmental math experience. Student will be observed and advised regularly. Internships I and II are prerequisites. *2 semester hours*

ACE580 Workshop/Adult Education

Workshops offer content in an informal atmosphere utilizing the participation model. An identifying statement indicates the area of study and appears on the transcript. The appropriateness and acceptability of workshop credit must be determined in consultation with the faculty advisor. *1-4 semester hours*

ACE590 Internships in Adult and Continuing Education

Provides specific, basic experiences in actual preparation and implementation of adult education programs. Internships are individually designed to meet the professional development needs of the student. Prerequisites: Permission of advisor and consent of internship sponsor. *1-3 semester hours*

ACE591 Field Study in Adult and Continuing Education

Field study courses are designed to allow students to engage in academic activities in locations other than established campus sites. Locations may be overseas as well as domestic; they may be employment sites. Each field study is detailed by an outline of the objectives, learning activities, and evaluation procedures required for that course. Prerequisite: Consent of instructor. *1-3 semester hours*

ACE593 Integrative Seminar in Adult and Continuing Education

Provides the student with a culminating integrative experience at the conclusion of the program. Reviews trends which will influence future developments in adult and continuing education and helps students develop plans for continuing professional growth. Prerequisite: ACE511, ACE520 and simultaneous enrollment in ACE530. *2 semester hours*

ACE593A Integrative Seminar: Issues and Reflections I
Introductory exploration of areas of harmony and dissonance between self, practice, and what has been learned in the Adult Education Masters Program. Prerequisite: ACE512/ACE520 and simultaneous enrollment in ACE593B. *3 semester hours*

ACE593B Integrative Seminar: Issues and Reflections II

Further examines areas of harmony and dissonance between self, practice, and what has been learned in the Adult Education Masters Program. Prerequisite: ACE512/ACE520 and simultaneous enrollment in ACE593A. *3 semester hours*

ACE594 Independent Study in Adult and Continuing Education

Provides an opportunity for students to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical problem in their area of professional interests. Prerequisite: Consent of faculty advisor. *1-3 semester hours*

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ACE595 Special Topics in Adult Education

Explores current and relevant topics in adult education related to specific adult education practices. Specific focus of the course determined in advance by instructor in consultation with ACE Masters students and specified in the current syllabus. *1-3 semester hours*

ACE599 Thesis

The thesis is a formal, written document which investigates a theory or particular point of view as the result of disciplined inquiry. Students must discuss content and methodology with an appropriate faculty member. Prerequisite: Consent of department faculty. *6 semester hours*

ACE599B Field-Study/Thesis-Project Advisement

Enables students who have completed the Field Experience Program to receive advisement, individually or in groups, for project/research related activities; library services; access to such data analysis services as provided to currently enrolled students, and reader review services. Course shall be graded P/I (satisfactory or incomplete); registration shall be valid only until the beginning of the next academic quarter; credits do not count toward fulfilling degree requirements. Permission of Director of Field Research required for registration. Prerequisite: Open only to former Field Experience Program graduate students in good standing. *1 semester hour*

ACE599C Inquiry in Adult and Continuing Education

The inquiry is an extensive and intensive independent research and action project which is integrative of all course work and addresses the personal and professional goals of each student. Students work in conjunction with a faculty advisor and peers to develop and implement their research. *1-6 semester hours*

ACE600 Introduction to the Adult Education Doctoral Program

An introduction to the program and university institutional resources. Students will examine their learning styles, experience collaborative learning and study methods for successful completion of the program. The three questions that inform the final Critical Engagement Project (CEP) are introduced and linkages between coursework and the CEP are demonstrated. *3 semester hours*

ACE601 Advanced Seminar Critical Reflection and Critical Thinking

Reviews theories, concepts and processes of critical reflection and critical thinking and how these can be realized in academic work and adult education practice. Emphasis will be placed on how the three CEP questions can bring conceptual unity to critically reflective inquiry across the program. *3 semester hours*

ACE602 Life History and Adult Education

Develops awareness of students' own motivations, aspirations, self-concepts, assumptions and experiences as adult educators and how these have framed their careers, philosophies and

educational practices. Students will be asked to write an analysis of their autobiographies as adult learners and adult educators. Grounding in techniques of life history writing and analysis will provide background for research into the first CEP question (Who am I?). *3 semester hours*

ACE603 Advanced Adult Development and Learning

Reviews current theory and advanced research on adult development and learning and critically examines claims for distinctive forms of adult cognition. Analyzes cultural and social influences on adult learning and the place of adult learning in the lifespan. Study of psychological formation as a social process will be related to the first CEP question (Who am I?). Investigation of the practices in which each person has been engaged will be related to the second CEP question (What are my commitments?). *3 semester hours*

ACE604 Adult Education: Core Concepts and Processes

Reviews and evaluates the core ideas and educational processes that make adult education a distinctive field of theory and practice. In examining core beliefs and assumptions about adult education students will explore the extent to which their own practices embody, contradict, challenge or diverge from core concepts and principles, thus addressing the second and third CEP questions (What are my commitments? How will I live out these commitments?). *3 semester hours*

ACE605A, ACE605B, ACE605C, ACE605D,**ACE605E Reflective Practice Seminars I-V**

Examines connections between doctoral coursework and students' specific practices and provides opportunities for students to reflect on their development as adult learners and their synthesis and integration of adult educational knowledge. During this seminar students will engage in a continual exploration of the three CEP questions. *3 semester hours each*

ACE610 Research Methods in Adult Education

Reviews and critiques different research methodologies in adult education including qualitative and quantitative, but with special emphasis on those methods most relevant to the three CEP questions. Provides opportunities to select appropriate research methodologies for diverse research projects. Methods introduced will be exemplified in relation to the CEP questions. *3 semester hours*

ACE620 Understanding Adult Education Practice

Examines dilemmas, tensions and problems of adult educational practice and adult educators' development of theories of practice. Students will explore fields of practice outside their own, addressing the second and third CEP questions (What are my commitments? How will I live out these commitments?), and reflecting on connections and contradictions between ideals of critical practice and democratic action and their own practices. *3 semester hours*

ACE640 Research: Critical Engagement Project Proposal Seminar

An intensive immersion workshop in which students review the research elements of the CEP process and develop an outline for the CEP proposal. Reflecting on their first year of coursework, students will plan their study and research over the next two years, producing an individualized plan which will demonstrate how the three CEP questions will be investigated and how coursework will support the CEP. *6 semester hours*

ACE650 Research: Literature Review Seminar

Introduces elements of critical reviews of literature and develops the CEP literature review. Plans for the specific use of this course will have been made in the CEP Proposal Seminar. *3 semester hours*

ACE655 Philosophy of Adult Education

Reviews the chief philosophical traditions in adult education and analyzes the connections between these and students' development of their own philosophies of adult educational practice. Focusing on the second CEP question (What are my commitments?), each student will reflect on how personal commitments draw on or contradict some of the philosophical orientations in the field. *3 semester hours*

ACE660 Research: Critical Engagement Project Methodology

Reviews all aspects of the CEP with a special emphasis on the presentation of a CEP methodology appropriate to the three questions addressed in the research. Individualized training will be provided in methods each student needs to accomplish their CEP plan. Plans for the specific use of this course will have been made in the CEP Proposal Seminar. *3 semester hours*

ACE661 Educating in a Social and Political Context

Examines social and political context for the development of adult education theory and practice, as well as the roles of the adult educator. Assesses the social and political outcomes of adult education activities. Focusing on the third CEP question (How will I live out these commitments?), students will investigate political and cultural factors which promote or impede the realization of their commitments and pitfalls of committed action and study tactics. Included will be strategies and approaches available in political analyses and case studies of activism. *3 semester hours*

ACE670 Research: Advanced Data Collection and Analysis

Reviews data collected in relation to the CEP in progress and provides a forum for critique of preliminary analysis and further refinement of collection and analysis procedures. Plans for the specific use of this course will have been made in the CEP Proposal Seminar. *3 semester hours*

ACE699A Dissertation Critical Engagement Project I

Reviews and strengthens students' work by assessing work in progress including CEP methodology, literature review, data collection and analysis, and conclusions. Plans for the specific use of this course will have been made in the CEP Proposal Seminar. *6 semester hours*

ACE699B Dissertation: Critical Engagement Project II

Assists students to complete CEP research through intensive collective and individualized study. Plans for the specific use of this course will have been made in the CEP Proposal Seminar. *3 semester hours*

Human Services

Graduate courses in the following listing are sometimes open to junior and senior level students with written approval from their academic advisor.

HSA430 Computers in Human Service

This course provides experience and knowledge in general computer operations and applications of computers and programs that are specifically applicable to Human Service settings. Experience is provided in computer operations for word processing and database tasks. In this course, a single integrated software package will form the basis for this experience. Computer applications for a variety of human service functions will be designed and analyzed including client intervention, report writing, career and self-exploration, training and research, and program evaluation. *2-3 semester hours*

HSA500 Introduction to Human Service Administration

This course will provide the student with an overview of the administrative issues, concerns, and skills needed to run a human service agency. Topics will include, an introduction to management theory, and an overview of the various management skills to be addressed in a degree in Human Service Administration. *1 semester hour*

HSA502 Management Information Systems for Human Services

The Management Information Systems for Human Services course is designed to introduce the student to the various theories involved in information systems and their application to human service organizations. This will involve an understanding of the use of computers as communications devices and electronic connectivity. The student will also learn how management information systems (MIS) are developed and employed as management tools. This course will also examine the ways MIS technology and communications linkages can affect organizational behavior. *3 semester hours*

HSA504 Human Service Accounting and Finance

This is a course in accounting and finance for the non-financial, Human Services manager or administrator. Beginning with the basic accounting concepts and practices, the student will explore the concepts and basic issues in finance needed for managing a Human Service agency. The emphasis of this course is on the ability to interact with the agency personnel who directly manage the funds, and the ability to gather the information necessary for sound fiscal decisions. *3 semester hours*

HSA507 Personnel Management for Human Service Organizations

This course is designed to present the principal functions of personnel management required for the Human Services manager. Personnel selection and employment, salary and benefits, manpower planning, Equal Employment Opportunity and labor relations will be addressed. This course is designed to provide the Human Services manager with the knowledge needed to effectively execute their responsibilities with respect to human resources. *3 semester hours*

HSA510 Administration of Human Service Organizations

An overview course on administration with special emphasis on human service management. Topics include a range of administrative skills such as board and volunteer development, supervision, planning, budgeting, fundraising and policy making. Course time is also dedicated to an inventory of personal management styles. *3 semester hours*

HSA511 Human Services Management

The study of the processes of managing people and their tasks in organizations, with emphasis on applications in health human service, and educational settings. Topics include designing and evaluating jobs; selecting training, and developing employees; and determining motivation and compensation systems to enhance job performance. Prerequisite: HSA510, HSC310 or consent of instructor. *2-3 semester hours*

HSA512 Program Development and Evaluation in Human Services

In this course the student will be exposed to the various steps involved in needs assessment, planning for programs and program implementation. Planning as a process involves communication, organization, and evaluation skills to develop programs that are both timely and effective. Prerequisite: HSA510. *3 semester hours*

HSA514 Human Service Fundraising and Grantsmanship

This course is designed to introduce the student to the various techniques for fundraising in a Human Service Agency. During this course, the student will learn to identify sources of funding and approaches to funding sources as well as develop their fundraising skills within the human service field. This course will also introduce the student to grant writing as a important source of funding. *3 semester hours*

HSA521 Interviewing for Administrators

The ability to relate to people is an essential skill in administration. In this course the skills of listening, clarifying, decision making, and the process of communicating with individuals and groups will be explored. These skills will be discussed in light of the student's reflection on the values he or she holds as a manager. Prerequisite: HSA510. *3 semester hours*

HSA522 Organization and Community Behavior

In this course, the student will build upon the foundation of systems theory to examine organizational behavior in the community as well as organizational content. The student will begin by exploring the nature of organizational psychology as it applies to the context of the community environment, particularly reflecting the community as an environment for services. Prerequisite: HSA510. *3 semester hours*

HSA523 Administration of Volunteer Programs

Volunteers often serve a critical role in human service agencies. In this course the student will learn the various issues and techniques involved in recruiting, managing, rewarding, and evaluating volunteers. Discussion as to where to find volunteers, how to fit them into appropriate roles in the agency, and how to plan for them in the over all planning process of the agency will be addressed. Prerequisite: HSA510. *2-3 semester hours*

HSA593 Human Service Administration Colloquium

3 semester hours

HSC451 Fundamentals of Creative Expressive Therapies

Emphasis is on learning creative therapeutic techniques and how different art modalities can function as therapeutic tools in aiding the human service worker to develop rapport and empathy with individuals and groups using art, movement, and dance. *2-3 semester hours*

HSC452 Spiritual and Religious Diversity in Human Service Practice

The purpose of this course is to prepare human service workers to understand appropriate methods of addressing religious and spiritual issues when encountered while working with clients. This course will define spirituality and religious issues in the context of human diversity. Students will discuss the basic principles of the major religions of the world. This course will concentrate on appropriate counseling practice issues. However, other areas of where the role of religion and spirituality is visible would include: public, and service provision. *3 semester hours*

HSC500 Human Service Delivery Models and Trends

Examines the organization, history, and philosophy of the field of human services types of human service organizations, delivery settings, and intervention approaches; professional assumptions, values, and trends. *2-3 semester hours*

HSC501 Fundamentals of Counseling in Human Services

This course presents an overview of the theory, principles, techniques and methods essential in conducting an effective interview. Specific skills, competencies, and concepts related to interviewing are studied, and an ongoing experiential component provides practice opportunities. In addition, there is a focus on self-awareness and insight which are essential qualities for the effective interviewer. *3 semester hours*

HSC502 Strategies of Crisis Intervention

Short-term crisis intervention therapy is one of the principle tools for human service work. Persons reacting to the suicide of a friend or loved one, persons experiencing death, major fires, auto accidents, and other severe, stressful, frequently sudden events. In this class students will learn about the principles of treatment at the various stages of crisis. Prerequisites: HSC500, HSC501. *3 semester hours*

HSC503 Counseling and Human Development in a Multicultural Society (formerly HSC402)

An examination of theory, techniques, dynamics, and behaviors of counseling in a multicultural society. Emphasis is placed upon understanding the influences of one's own cultural background as well as critical issues of counseling persons of other cultures, ethnicity, race, and/or unique subcultural grouping. Prerequisite: HSC501. *3 semester hours*

HSC504 Clinical Techniques of Counseling

This course expands interviewing skills and techniques through extended practice sessions with one client, relevant readings, examination of case materials and written exercises. Prerequisites: HSC501, HSC510. *3 semester hours*

HSC505 Clinical Assessment and Diagnosis

This course will provide an overview of the DSM IV and how it can be used for purposes of assessment and diagnosis of the individual client. The student will learn the characteristics of various personality disorders and how to assess these disorders within the parameters of the helping interview. Prerequisites: HSC501, HSC510. *3 semester hours*

HSC506 Introduction to Theory and Practice of Family Therapy

Exploration of theoretical models and concepts in the field of family therapy: Focus upon systemic change, dysfunction, and stages of family development. Family therapy approaches to whole families are presented theoretically and through simulation experiences. Prerequisites: HSC501, HSC510. *2-3 semester hours*

HSC507 Advanced Family Therapy

This course will focus on the advanced skills and knowledge necessary to be an effective family interventionist. Emphasis will be on assessment, diagnosis, and selected strategies for effective family practice. Prerequisites: HSC501, HSC506, HSC512. *3 semester hours*

HSC510 Theories of Counseling (formerly HSC400)

A survey of current theories of counseling and psychotherapies. The characteristics of all professional or paraprofessional helping relationships will be explored. Most major theories used in psychotherapy today and specific counseling techniques based on those theories will be studied to familiarize students with the most important methods of individual treatment of psychological problems. *2-3 semester hours*

HSC511 Professional Practice and Ethics in Human Services

This course will offer an overview of the historic context of ethics in social services, the philosophical context of ethics in social services, the philosophical context of the common values, and the ethical applications for professionals in the counseling and other Human Service fields. Beginning with a survey of the history of human services, the context for practice will be surveyed. The philosophical context of the values commonly found in human services will offer the student the foundation for ethical decision making. Finally, case examples of ethical decision making will be addressed. *3 semester hours*

HSC512 Theories and Techniques of Group Counseling (formerly HSC401)

An overview of various theories and techniques of group counseling and the practical application of these techniques. The first part of the course emphasizes goals and purposes of group counseling, tasks and skills of the group counselor, and guidelines for group creation. The latter sessions concentrate on the experiential application of these concepts. *3 semester hours*

HSC513 Advanced Group Counseling

This course will build on the foundation of group dynamics an advanced understanding of the use of Group Counseling. Included in this course will be a survey of techniques from the various paradigms in psychology with particular emphasis on the development of the student's eclectic application of group treatment. This course may be substituted for HSC512 where previous course work in group dynamics can be demonstrated. *3 semester hours*

HSC514 Counseling for Career Development

This course will present an overview of the concepts, theories, history, practices and techniques of career counseling through the life span. In addition the course will review the use of occupational classification systems, test and computers in career counseling, as well as counseling with special populations. An experiential component will provide practice opportunities. Prerequisite: HSC501. *3 semester hours*

HSC515 Graduate Seminar: Contemporary Issues in Human Services

Seminar on contemporary issues in the human services field; focus on trends, problems, paradoxes, and parameters in areas of the profession and professional development. *1-2 semester hours*

HSC516 Counseling and Human Sexuality

An overview of the physical, psychological, and sociological aspects of human sexuality. A life span developmental orientation will be the guiding focus. Sexuality as an issue in counseling from various perspectives will be presented. Implications for legal and ethical concerns for clients will be included. Parent and teacher training for sex education. Gender issues; review of common sexual dysfunctions; effects of alcohol and drugs on sexual functioning; and current relevant topics. Prerequisites: HSC501 or HSC401 and a developmental psychology course; also permission of advisor. *3 semester hours*

HSC517 Understanding and Counseling the Adolescent

An overview of selected basic concepts and issues relevant to the understanding and treatment of adolescents and their parents. Diagnostic and treatment skills will be emphasized, as well as, adolescent development, both normal and pathological. Prerequisites: HSC501. *3 semester hours*

HSC518 Couples Counseling

An overview of the theories and techniques which apply to couple counseling. Additional topics include: problems most often brought to marriage counselors, the marital life cycle, influence of the families of origin, clinical assessment and intervention and the impact of divorce and remarriage on family relationships. An experiential component provides practice counseling opportunities. A course in family therapy is recommended in addition to the required prerequisites. Prerequisites: HSC501, HSC510. *3 semester hours*

HSD500 Introduction and Overview of Eating Disorders

Students will receive a survey and overview of the major eating disorders. A variety of theoretical perspectives will be presented. Anorexia, bulimia, and other disordered eating patterns will be discussed with respect to etiology, progression, and prevalence. Current approaches to treatment will be reviewed and recovery issues will be discussed. *3 semester hours*

HSD508 Treatment Modalities for Eating Disorders

Students will explore in-depth selected treatment approaches for eating illnesses. In addition, attention will be given to diagnostic assessment using various treatment models. Skills and attributes of competent therapists, working with a medical team, and the integration of support and self help groups into treatment will also be discussed. Prerequisites: HSC501, HSC512, HSC506 or HSS531. *3 semester hours*

HSD510 Medical and Physiological Aspects of Eating Disorders

This course will review major organ systems and identify how they are affected by obesity, anorexia nervosa, and bulimia. Medical complications of eating disorders will be described, including, an analysis of the physiological consequences of over-exercising and the binge-purge cycle, and starvation. Medical, nursing, and dental treatment protocols will be reviewed. Prerequisite: HSD500 or permission. *3 semester hours*

HSD512 Nutrition Treatment for Eating Disorders

A topical approach to nutrition and related health conditions, with an emphasis on evaluation of weight control methods. Includes investigation of food fads and fallacies, basic nutritional needs, vegetarian diets, nutrition for athletics and how the professional dietician applies nutritional information.¹ *3 semester hours*

¹ Guidelines for Eating Disorders Programs within Higher Education, International Association of Eating Disorders Professionals, 1990.

HSE562 Employee Assistance Programs

History of the development of Employee Assistance Programs (EAP) is covered as well as the organization and philosophy of such programs. Program evaluation is discussed. Types of EAP training are included. Also covered are building and using a network. *3 semester hours*

HSE563 Counseling in an EAP Setting

Discussion of differing EAP philosophies and their implications for the counselor are included. Similarities and differences between conventional and EAP counseling techniques, relationships and clientele are covered in this course. Consultation, training and case management are also included. Advocacy and policy issues are also presented and discussed. Prerequisite: HSE562 or permission. *3 semester hours*

HSC441 Health Care for Older Adults

An overview of the health care of older adults. Normal physiological factors, common diseases of the aged, and both formal and informal community health services for the elderly are explored. Health maintenance and promotion is a major emphasis throughout the course. *2-3 semester hours*

HSC542 Programs and Public Policies for Older Adults

This course examines programs designed to meet the human service and health care needs of older adults and their families, considering the perspectives of clients, agencies, funders, and policy-makers. Students learn how to identify and locate appropriate services, deal with service-delivery problems, and influence public policies affecting older adults. *2-3 semester hours*

HSC543 Administration of Community Programs for the Elderly

A practical analysis of the administration of services for older adults. The following topics are covered: the range of services for older adults; planning for individual services; the Aging Network; funding (or not funding) programs; marketing programs; targeting populations; the authority and responsibility of middle management; and personnel issues in providing in-home services. Methods include lectures, discussion, and problem-solving techniques applied to case studies. *2-3 semester hours*

HSC544 Long-Term Care for Older Adults

The class covers the spectrum of long term care services to the elderly consisting of community based services and a special emphasis on the institutional setting. Topics include in-home services, community supports, physical and psychological needs of older adults, adult day care, residential programs, family issues, institutional adjustment, management challenges, and advocacy and rights of residents. *2-3 semester hours*

HSC545 Introduction to Aging in America

In this course the student examines the various aspects of the physical, psychological, philosophical, religious, social, and societal dimensions accompanying the aging process, and attitudes toward the elderly. Focus is on insight into one's own aging process, as well as on the various background issues facing persons who work with the elderly. *2-3 semester hours*

HSC548 Counseling Elders and Their Families (formerly HSC449)

In this course the student will begin by learning the basic principles of assessing the older client and their family. The course proceeds by discussing the application of different therapeutic techniques that have been found to be effective for working with the elderly in one to one, group, and family contexts. Techniques include: Casework, Reality Orientation, Behavior Modification, Dream Therapy, Validation Therapy, Logo Therapy, Grief Therapy. Prerequisite: HSC545. *3 semester hours*

HSC549 Long Term Care Regulations

This course is designed to teach the student the concepts and regulations needed to run a nursing home in the State of Illinois. Regulations in such areas as management, physical plant, and budget will be highlighted. Prerequisite: HSC544. *3 semester hours*

HSC593 Professional Seminar in Human Services—Gerontology

1-3 semester hours

HSJ515 Career Assessment, Information Resources and Technology

This course includes a survey of the major types of career assessment instruments, along with uses and interpretation. Using computer-based software and databases in career planning will be demonstrated. Technology applications such as virtual career centers, website tools and interactive video interviewing will be presented. Prerequisites: HSC514 and Department approval. *3 semester hours*

HSJ520 Career Program Development and Management

Career services are more in demand than ever and are appearing in a much wider variety of settings. Career counselors can enhance their career ladders with competencies in program development and management. This course provides foundation skills in areas such as program needs analysis; funding; staffing; fiscal management; and accountability. Prerequisites: HSC514, HSJ515 and Department approval. *3 semester hours*

HSJ525 Career Coaching, Consultation and Performance Improvement

Career Development of individuals within organizations relies heavily on professionals who can assess needed changes for and provide both the tools and the support for people in career transition. Coaching, consultation and performance improvement are proven methods of targeting and reinforcing behavior change. Participants will learn and practice these skills in a variety of career services settings. Prerequisites: HSC514, HSJ515 and Department approval. *3 semester hours*

HSJ530 Research/Evaluation in Career Counseling and Development

The recent surge in career literature has provided students and practitioners with many new and revised career development theories and career counseling models. This course will bring

participants into the career research mainstream with projects involving proposal writing, data gathering and program evaluation across diverse populations and settings. Prerequisites: HSC514, HSJ515, HSC503, HSJ520 and Department approval. *3 semester hours*

HSJ591A Career Counseling Field Work and Supervision

This course contains both a classroom segment and a field site segment to link the knowledge and skills from the curriculum to the practice of career counseling in actual career services settings. The classroom segment focuses on supervision models necessary for career counselor professional development. The field segment focuses on students' skill development in a setting of interest. The field work course is designed to give participants hands on service experience and to enhance the supervision component of the course. It is not intended as an internship with the requisite full-time clock hours, but as an 8-10 hour/week (10 week term) on-site assignment in a career services program. Prerequisites: All courses in Career Counseling and Development Studies Program; permission of field coordinator, and a Human Service Department-approved site. *3-6 semester hours*

HSM405 Juveniles and the Law

The study of the law affecting juveniles; delinquency, minors in need of supervision, neglect and abuse, child custody, adoption civil law and responsibility, special education and the Illinois School Code. Practical aspects of police interaction and intervention; the functions and capabilities of the Departments of Probation, Children and Family Services, and other public agencies. *3 semester hours*

HSM406 Human Services and the Law

Legal principles and issues pertinent to the field of human services administration, mental health and addiction counseling and employee assistance programs will be discussed. Such topics as: crime and delinquency; family crisis; child abuse and neglect; mental health laws; domestic violence laws; DUI information; special education; confidentiality as well as state and federal laws and regulations will be discussed. Issues of real property laws, labor and contract law, as well as professional liability will also be included. Prerequisite: Junior/Senior status. *3 semester hours*

HSM407 Violence and Aggression in the Family

Examination of the psychological, social, behavioral, and cultural foundations of aggression and violence; issues of physical and emotional abuse within the family unit. *3 semester hours*

HSM415 Strategies of Community Intervention

A study of community power structures and resources, interest groups and citizen participation, influence and power, examination of models for developing and organizing community resources to implement change. Prerequisites: HSC500, HSC501. *1-3 semester hours*

52 **HSM416 Marital Separation and Single Parent Families**

An examination of psychological, sociological, physical, and ecological dynamics of change in family structures preceding and during the divorce process, as well as the sequential stages of single parenthood and the reconstituted family. Prerequisite: HSC501. *3 semester hours*

HSM417 Child Abuse

The dynamics of child abuse, types of abuse, and the abuser; the impact and implications of child abuse on the family and society; treatment and prevention. Prerequisites: HSC501, HSC506. *3 semester hours*

HSM418 Suicide Intervention

Suicide theory and intervention techniques. Emphasis placed on identifying signs of depression and how to use crisis intervention techniques related to suicide intervention and prevention. Students learn to identify major causative factors of suicide in children, adolescents, and adults, and gain a general knowledge of available community resources. Prerequisites: HSC501, HSC506. *3 semester hours*

HSM420 Women and Mental Health Issues

This course is an introduction to mental health issues as they relate directly to women. The course acquaints students with current research on sex differentials, sex role functioning, sex differences in women's mental health problems and their causes, and diagnosis and treatment with female clients. The class also provides an avenue for students to examine gender-related issues in their own personal and professional lives in order to help understand and work with women of varied ages, races, ethnicities and socioeconomic backgrounds. Prerequisite: HSC501. *3 semester hours*

HSM422 Death and Other Losses in Perspective

This course is designed to enhance students' awareness and skills for working with grief, and loss in many settings. It is designed to discuss the various circumstances in which grief is often found as well as a range of cultural and religious contexts in which grief and death are understood. Students will study normal as well as pathological grief responses as well as the plethora of encounters with the finite nature of humanity which includes death. Students will further examine the basic tools for grief assessment and intervention strategies. *3 semester hours*

HSM508 Research and Evaluation Methodology

Introduces students to principles and methods of social research and prepares students to appropriately apply these skills in the conduct of program evaluation and other program management applications. Emphasis will be placed on the research context for decision making in the planning, design, analysis and reporting of applied research. Prerequisite: HSA510 or HSC500. *3 semester hours*

HSM510 Research Applications in Human Services

Critically examines the application of research and evaluation methods to a variety of operational problems and decisions in human service administration. An applied research project or evaluation system is designed and implemented. Prerequisite: HSA510 or HSC500. *3 semester hours*

HSM581 Human Services Internship I

Human Services experience (20 to 25 hours per week) in community organization to enable students to integrate classroom learning with practice and to refine their skills. Placements are individualized according to the student's track (clinical or management), area of concentration, learning needs, and interests. Students also participate in a weekly supervisory seminar. Prerequisites: HSC501 or equivalent, plus five additional courses in graduate program; consent of internship supervisor and academic advisor. (Specific course prerequisites vary by area of concentration). *1-3 semester hours*

HSM582 Human Services Internship II

Continuation of Human Services Internship I. Prerequisites: Successful completion of prior internship and consent of internship supervisor. *1-3 semester hours*

HSM583 Human Services Internship III

Continuation of Human Services Internship II. Prerequisites: Successful completion of prior internship and consent of internship supervisor. *1-3 semester hours*

HSM585 Internship Supervision

Examination of the issues and dynamics of Professional Relationships within the content of the internship experience. Specific attention given to: ethics of helping, organizational structure, service delivery systems, client assessment, and treatment planning with individual, group, agency and family client units. The seminar will focus on both the commonalities (regardless of client population) of Human Service work as well as each student's unique learning experience. Prerequisites: Enrollment is required with each Internship enrollment. *1-3 semester hours*

***HSM593 Professional Seminar in Human Services**

Graduate level seminar in Human Services professional issues. Identification of current trends, problems, paradoxes and parameters in areas of the profession. Major focus on analysis, development and articulation of the student's professional posture and understanding of their professional area, culminating in a conceptualized/integrated presentation of one's professional self. This is a "capstone" course to be taken in the last quarter of the program. *1-3 semester hours*

* A third letter may be added to course designation codes to indicate a specialty focus.

HSM594 Independent Study in Human Services

Independent studies offering for graduate Human Service students. Permits the student to undertake individual research in an area approved by the department and instructor. Intended to increase academic and clinical expertise. *1-3 semester hours*

HSM595 Human Services Special Topic

1-3 semester hours

HSP450 Theory and Perspective on Prevention and Intervention

This course explores the varying definitions and approaches of prevention and early intervention, as well as overviews the continuum of care. Prevention of a variety of human problems will be covered: substance abuse, AIDS, suicide, truancy, dysfunctional families, etc. Historical perspectives, present practice, and further development of the field will be examined. *3 semester hours*

HSP550 Substance Abuse Prevention Models

Students receive an overview of current substance abuse prevention models. Each model is presented with specific examples of practical application. The role of prevention in the continuum of care is discussed. *3 semester hours*

HSP551 Prevention and Intervention Models

Students receive an overview of current prevention and intervention models. Each is presented with specific examples of practical application. In addition, the role of the prevention professional both as internal and as external consultant are highlighted as they relate to the implementation of the models. Prerequisites: HSP450 or Special Permission. *3 semester hours*

HSP555 Concepts in Prevention Program Management

This course gives students an opportunity to examine the issues and overview skills crucial to the development and management of prevention programs. The following topics are covered: promotion, grants and fundraising, media, alliance building, and volunteerism. Prerequisites: HSP450, HSP551, ACE511, and undergraduate Prevention student with permission. *3 semester hours*

HSP556 Prevention Integration Group

By meeting regularly throughout the year, prevention students have an opportunity to integrate their learning which takes place within a variety of disciplines. Discussion topics are selected by participants and an integration project is developed. May be repeated once. Prerequisites: Admission into the Prevention Masters of Science or Certificate Program. Undergraduate students with special permission. *1 semester hour*

HSS430 Theory and Perspective of Addiction

The course includes a short history of alcohol and drug use and abuse from prehistory to the present. The influence of several societies on contemporary American society is discussed. Efforts

to treat alcoholism and drug abuse as a societal problem, e.g., temperance and prohibition, as well as the development of treatment through such treatment regimen as those of Dr. Benjamin Rush, The Oxford Group Movement, and Alcoholics Anonymous. The emergence of alcoholism/drug abuse counseling as a profession is studied briefly with some discussion of certification. Service delivery models, i.e., in-patient, out-patient, halfway house, therapeutic community, methadone maintenance, etc., are also discussed. Theories of etiology (sociocult, learning, psycho-dynamic, moral, disease concept) are included as well as intervention models (family, DUI). *3 semester hours*

HSS431 Physiology of Addictions

This course provides a review of anatomy and physiology of the major organs and body systems, and how they are affected by the various drugs of abuse: alcohol, heroin, cocaine, marijuana, amphetamines, and barbiturates, and other hallucinogens. Pharmacological aspects of these drugs are also covered. *3 semester hours*

HSS445 Adolescent Alcoholism Treatment and Addiction Dynamics

Participants attend the in-patient treatment programs at Parkside Lodge of Mundelein in the adolescent unit. As observers for a one-week period, participants experience adolescent addiction and treatment on a first-hand basis. On-site: Parkside Lodge of Mundelein — enrollment limited and by permission/invitation of Lutheran Center for Substance Abuse (LCSA) only. *1-3 semester hours*

HSS446 Understanding Alcoholism Treatment

Teachers and other school professionals, as appropriate, participate in the in-patient treatment program at LCSA. As a participant-observers, participants follow the patient program with several exceptions: reaction groups are substituted for group therapy sessions and participants receive additional training in addiction dynamics during some of the patient "free-time." Enrollment by permission/invitation only. *3 semester hours*

HSS447 Peer Counseling

Course is designed to assist school personnel in developing and implementing a peer counseling program in their schools to provide students with skills in active listening and learning to participate effectively in groups. Enrollment by permission/invitation only. *3 semester hours*

HSS448 Substance Abuse Education

Objectives of the course are to develop a well-informed nucleus of key personnel within a community education district, to examine attitudes toward chemicals commonly used, and to foster helpful approaches toward people with addictions. The skills developed sharpen identification of addiction and increase awareness of the impact of alcohol and other drug problems on the family and especially children. Enrollment by permission/invitation only. *3 semester hours*

HSS449 Alcoholism Intervention and Treatment Modalities

Examination of progressive symptomatology, key diagnostic and treatment issues, particularly denial, treatment need of alcoholic women, senior citizens, children and adolescents and using the family as the unit of intervention. Prerequisite: Junior standing. *2-3 semester hours*

HSS530 Sociology of Addictions

This course provides an in-depth look at the effects of culture, religion and ethnicity on drinking patterns and drug use. Special focus is on women, adolescents, elderly, blacks, Hispanic and native Americans, people with disabilities and those with psychiatric impairments. The demography of drug and alcohol use is also covered. Prerequisite: HSS430 or HSS431. *2-3 semester hours*

HSS531 Addiction and the Family

This course helps students understand the process a family experiences living with an active alcoholic/substance abuser. Roles of the spouse and children in the addictive process are explored. Intervention techniques are demonstrated. Family systems theory is discussed as a method of intervention with families. Prerequisite: HSS532 or permission. *3 semester hours*

HSS532 Advanced Clinical Intervention in Addiction Treatment

Students will refine their one-to-one counseling skills with special focus on process skills with alcoholics and substance abusers. Students will expand their knowledge of group counseling as it applies to this client population. Prerequisite: HSC501, HSS431, HSC512 or concurrent. *3 semester hours*

HSS533 Issues in Administration of Addictions Treatment Programs

An overview course emphasizing the particular problems and issues related to the administration of a substance abuse treatment center. Topics include interface with regulatory bodies at federal, state, and local levels; programmatic issues and their effects on staff composition; development of policies and procedures for program operation and staff management; and effective relations with reimbursing and accrediting authorities. Prerequisite: Prior course work and/or experience in both administration and substance abuse treatment. *2 semester hours*

HSS593 Professional Seminar in Human Services-Addictions

Prerequisite: HSM581 or permission. *1-3 semester hours*

HSS595A Human Services Special Topic: Intensive Intervention Skill Building

Course is intended for professionals who wish to increase their intervention skills in addressing adolescent and adult chemical dependency. This is a week-long intensive working course in which participants actually practice intervention skills. Enrollment by permission/invitation only. *2-3 semester hours*

Interdisciplinary

The following courses may be used by several programs and colleges.

INT506 Media Selection and Delivery in Educational Programs

Reviews criteria for the selection and utilization of instructional media in relation to audience, content, media characteristics, and instructional methods. Presents a systematic approach for the integration of media into educational programs. *2-3 semester hours*

INT512 Fundraising and Grantsmanship

Covers basic fundraising methods and the development and writing of grant proposals. Topics include: designing a fundraising plan; preparing a case statement; program planning, budgeting, and evaluation; developing fundraising skills; and locating funding sources (corporations, foundations, government, etc.) and other resources available to nonprofit organizations. *2-3 semester hours*

INT512A Research Design and Methodology

Introduces principles and methods for identifying, gathering, and utilizing data as information for decision making. Both quantitative and qualitative data collection techniques are explored. Presents procedures for improving reliability and validity of data. *2-3 semester hours*

INT512B Research/Data Analysis

Explores basic ways to analyze, summarize, and report data. Introduces student to principles and methods of quantification, measures of central tendency and dispersion, and basic parametric and nonparametric statistical tests. *2 semester hours*

INT519 Principles and Methods of Group Communication

Develops sensitivity to group communication processes and helps identify leadership and interpersonal communication styles which are appropriate for differing tasks and contexts. *2-3 semester hours*

English**LAE405 American Writers I: Beginnings to 1900—Selected Topics**

A brief look at early Puritan literature followed by readings from fiction writers such as Hawthorne, Melville, Irving, Cooper, Poe, Twain, and from poets such as Whittier, Longfellow, Whitman, and Dickinson. Emphasis on the influence of social forces on literature and on the emergence of literary forms and conventions. *3 semester hours*

LAE406 American Writers II: 1900-1945

A survey of classic 20th century novelists such as Wharton, Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, Wright, and Steinbeck. Students examine types of fiction such as realism, naturalism, proletarianism, impressionism. *3 semester hours*

LAE407 American Writers III: 1945-1970

A survey of the best and most influential writers following World War II and continuing through to the close of the turbulent sixties. Includes writers such as Mailer, O'Hara, Salinger, Cheever, Updike, O'Connor, Baldwin, Kesey, Heller, Roth, Bellow, Malamud, and Nabokov. Takes a look at the stunning contrasts between the fifties and the sixties, politically, socially, ethically, artistically, and psychologically. *3 semester hours*

LAE408 Contemporary American Literature: 1970 to the Present

A dynamic overview of the most critically esteemed and widely read writers of the students' own lifetime. Stressing fiction, it includes such names as Updike, Bellow, Pynchon, Barth, Vonnegut, Wolfe, Irving, Roth, Morrison and Walker. Assesses the impact of the sixties and examines literary phenomena such as absurdism and the new journalism against the ongoing tradition of realism. *3 semester hours*

LAE409 20th Century American Women Writers

A survey of American women writers, which examines the special characteristics of writing by women, the growth of protest, and women's role in the 20th-century history of American literature. Individual instructors may choose to focus primarily on fiction, on non-fiction, or on poetry; or an instructor may limit the survey to a particular 20th-century time period or theme. See English Department for details. *3 semester hours*

LAE410 Modern British Fiction: 1900-1950

A survey of classic 20th-century British novelists such as James, Lawrence, Joyce, Forster, Woolf, Greene, Orwell, Huxley, and Amis. Focuses on the growth and development of technique and on the ethical, psychological and political concerns of the period. *3 semester hours*

LAE415 Popular Literature

Study of well-known types of popular literature (murder mysteries, spy stories, science fiction, romance, westerns, horror stories, etc.) with particular attention to the sociology, psychology, and politics of each type. *3 semester hours*

LAE420 Current Issues in College Composition

A survey of current issues in composition and rhetoric research with emphasis on their relationships to teaching college writing courses. Such issues include social and cognitive and/or technological influences on academic writers. *3 semester hours*

LAE425 Literary Criticism and Interpretation

A survey of the major theories and schools of literary criticism with emphasis on twentieth-century approaches such as new criticism, semiotics, deconstruction, reader-response theory and including such special perspectives as psychoanalytic, Marxist and feminist criticism. *3 semester hours*

LAE434 Shakespeare and Elizabethan Drama

Study of the Elizabethan stage and Elizabethan-Jacobean drama and the development of Shakespeare's dramatic art. Students read selected comedies, tragedies and histories by Shakespeare and some of his contemporaries. *3 semester hours*

LAE450 Fundamentals of Journalism

Introduction to various kinds of journalistic writing appropriate to newspapers, magazines and other periodicals. News-writing, feature-writing, and interviewing are some of the journalistic types covered. Liability laws, guidelines pertaining to plagiarism, copyright laws, and journalistic ethics are discussed. *3 semester hours*

LAE460 Editing and Publishing the Small Journal

A course introducing students to the practical skills involved in editing, managing, and publishing a small periodical—for a school, a corporation, or any other enterprise which needs to publish information for its own corporate community or for the public. Some students may get hands-on experience by working with the college's own public relations office or possibly with the school yearbook or newspaper. Journalistic ethics, reporting techniques, and liability laws will also be covered. Most importantly, course introduces students to desktop publishing software—both Apple and IBM-compatible. More traditional methods of working with printers are also explained. *3 semester hours*

LAE461 Writing Promotional and Advertising Copy

A course taught by professionals in the field of advertising and promotion. Students receive coaching and practice in writing spots for radio and television, as well as layout and design for print media and direct mail. Public relations strategies are introduced: how advertising builds and communicates the corporate image. Available markets for writers will be explored. Speakers will discuss working for agencies and writing freelance. *3 semester hours*

LAE465 The Rhetoric of Humor

An initial discussion of the basic principles of humor, followed by an overview of specific types of humor-writing. This course analyzes various styles of humor, such as iconoclasm, absurdism, exaggeration, "gallows humor," "Jewish humor," etc., in order to imitate their techniques in weekly written assignments. Each student works on development of his or her own comic "voice." *3 semester hours*

LAE492A, LAE492B, LAE492C**Methods of Research for Writers I, II, and III**

A course which teaches writers how to do basic secondary research in a variety of areas likely to be relevant to their future writing, such as: psychology, physiology and medicine, education, literature and the arts, history, natural science, etc. Students must show they can use traditional printed materials as well as computer-assisted research. Instructor reviews guidelines pertaining to plagiarism and copyright laws. Students write a brief, researched paper. This course is usually taught in modules of 1 semester hour each with a different module being

offered each term: LAE492A in fall, LAE492B in winter, LAE492C in spring. Each module covers a different discipline area, responding to student needs. Students can request current academic year's agenda from the English Department. (This is **not** a writing-intensive course. Contrast LAE501: Writing from Reading.) *1 semester hour per module*

LAE500 Advanced Expository Writing

A wide-ranging course to develop techniques which increase clarity, interest, cogency, and coherence. Exercises in and out of class lead students to grace and style, sometimes through techniques of style analysis and modeling. Writer flexibility is encouraged by creating a diversity of tasks and imaginary audiences. Basic plagiarism and copyright guidelines are reviewed. *3 semester hours*

LAE501 Writing from Reading: Research, Reports, and Summaries

Practice in preparing expository material from previously published information. Reports, reviews, summaries, research projects, and light feature material based on background reading are the major focus. Methods of formal and informal research are taught, including computer-assisted searches. Students learn correct methods of documentation, and the laws that apply. Reader-interest, organization and clarity are the primary concerns. Students become familiar with what many staff (and freelance) writers do for a living. This is a writing-intensive course. (Contrast: LAE492 Methods of Research) *3 semester hours*

LAE502 Creative Writing: Fiction

A course which strengthens techniques of description, characterization, narration, exposition, pacing, imagery, and diction. Students are encouraged to develop independence in seeing options and making creative decisions. Each student works at development of his or her own "voice". Manuscripts are evaluated by a published fiction writer. Students read and react to each other's work. *3 semester hours*

LAE503 Creative Writing: Poetry

A course which develops mature concepts about the nature of "poetry" and its relation to prose. Techniques of imagery, diction, tone, and organization are developed in relation to each student's style and thematic directions. Students learn how to develop and control the emotional impact of the poem. Students read and react to each other's work. This course is usually offered to one or a few students by arrangement. *3 semester hours*

LAE504 Creative Writing: Children's Books

A course taught by published writers of children's literature. Course improves basic techniques in fiction and poetry (see descriptions for other creative writing courses) but focuses on specifications for various younger age groups. Students learn publisher guidelines for each age level as well as what kinds of pieces publishers prefer. Formats and conventions are examined. Problems in maintaining racial, ethnic, and religious fairness are examined. Available markets are surveyed. Students read and react to each other's work. *3 semester hours*

LAE510 Rhetorical Theory: History and Practice

A course which examines the age-old question of "What works?" from an historical perspective. Students are introduced to classical and modern theories of rhetorical effectiveness and literary analysis. Course also offers an overview of accepted and experimental methods to improve writing skills. Weekly exercises apply various theories and methods. Students become familiar with the vocabulary of rhetoric, old and recent. *3 semester hours*

LAE512A, LAE512B, LAE512C

The Professional Writer: Markets, Materials, Methods I, II, and III

A course dealing with the practical side of professional writing: career opportunities for the staff writer and publishing opportunities for the free-lancer. Students learn manuscript forms, survey available markets, discuss where professional writers get their "ideas" from, etc. Course also covers pay scales for writers, copyright laws, liability laws, and income tax tips. This course is usually offered in *modules of one semester hour each in fall, winter, spring*. LAE512A, LAE512B, LAE512C.

LAE515 Feature Writing

A course which examines the design of feature stories for newspapers and magazines and the style-range possibilities. Interviewing skills are a primary focus. Assignments include news-features, profiles, and personal experience essays, among others. Students learn the standard organizational format for magazine features ("the magazine formula") and alternatives. Students are introduced to the idea processes which generate concepts for stories. *3 semester hours*

LAE516 Screenwriting

A course in the special techniques and format of writing the narrative film, with emphasis on dramatic structure, character development, creating visual metaphors and orchestrating these elements around a coherent dramatic question or premise. Viewing and reading of noteworthy screenplays is combined with the development of an original screenplay idea and the execution of a portion of that screenplay into proper format. Prerequisites: Graduate status or department permission. *3 semester hours*

LAE594 Independent Study

An opportunity for students in the Masters program to pursue an area of writing and/or research independently. Students are assigned to a faculty member for guidance and coaching. *1-3 semester hours*

LAE595 Special Topic

Opportunity for students and faculty to create a course topic not on the regular schedule. Students may register for more than one Special Topic in the course of their degree program. *1-3 semester hours*

LAE599 Thesis Project

The final showcase piece in the student's portfolio. It is tailored to fit the student's individual program. Examples of thesis projects might be: a collection of short stories, a short novel, a series of poems, a lengthy report for publication or for use in an organization, a series of articles, one long or several short children's books, a series of periodical journals which the student has edited and managed for an organization, etc. The length and difficulty of the project will determine the credit hours to be awarded (3, 4, 5 or 6). Work may be based on previous course work but must show extensive rewriting and augmentation. Student is assigned to a faculty member for coaching and evaluation. *1-6 semester hours*

Psychology

LAP401 Psychology of Learning

Survey of theories of learning including behavioristic and cognitive-development approaches with applications of each. Aspects of motivation and discipline also included. Traditional and innovative approaches explored. Students participate in planned learning interactions. Prerequisite: one previous psychology course. (Experimental Psychology) *2-3 semester hours*

LAP402 Experimental Psychology

Introduction to the design, conduct, and analysis of psychological research. Topics include the philosophy of science, research ethics, research designs (i.e., correlational research, experiments, observational research, survey research, single-subject research), and writing up research results for problems in cognitive psychology (e.g., learning, attention, memory, sensation, perception, consciousness, motivation), developmental psychology (e.g., infant, child, adolescent, and adult growth), and social psychology (e.g., attitudes, person perception, attributions, stereotypes). Prerequisites: one previous psychology course or consent of instructor, LAE101, LAM110. (Experimental Psychology) *3 semester hours*

LAP407 Psychology of the Exceptional Person: A Life-Span Perspective

Course examines the impact of handicapping conditions on the cognitive, social, emotional, and personality development of human beings from birth through old age from a variety of theoretical perspectives. Investigates current research findings and changing social attitudes toward the exceptional person in the family, school, community, and work place. Prerequisite: one previous course in psychology and junior, senior or graduate standing; one previous course in community mental health or exceptionalities recommended. (Personality/Clinical Psychology) *3 semester hours*

LAP411 Psychology of Exceptional Children and Adolescents

Survey of children and adolescents who are mentally retarded, gifted, physically handicapped, visually or hearing impaired, or who have speech and language disorders, learning disabilities,

or behavioral or emotional disorders. Course includes characteristics, assessment and intervention strategies and methods for working with children with special learning needs. Prerequisite: one previous psychology course. (Personality/Clinical Psychology) *3 semester hours*

LAP420 Social Psychology

Role of group and socio-cultural factors in the development of behaviors of individuals. Attention to group dynamics. Illustrations of how social psychologists study people and formulate theories. Empirical research by students included. Prerequisite: one previous psychology course (Social Psychology) *3 semester hours*

LAP425 Mental Health

Study of basic concepts of mental health problems of adjustment and ways of coping with life tasks. Experiences designed to enhance self-understanding and growth, as well as interactions with others. Evaluation of different approaches in therapy. Prerequisite: one previous psychology course. (Community Psychology) *3 semester hours*

LAP430 Parent Training Resources

An examination of the field of parent training/education, familiarizing the student with historical background, current theoretical viewpoints and policies, and technology for appropriate applications. Models of intervention will be explored. Related issues such as assessment, funding, and research will be investigated. Prerequisites: A course in Human Development (preferably child, middle, or adolescent) and a course in interviewing. *3 semester hours*

LAP443 Managing Interpersonal Communication

Students examine their communication skills and patterns as they relate to being a productive member in various organizational settings. Dealing with conflict, giving and receiving constructive feedback, active listening, mentor relationships, the use of power, organizational gossip, manipulative and dysfunctional behavior in organizational settings are the key concepts. *3 semester hours*

LAP450 Human Sexuality

This course will provide the student with a survey of current views and recent research in the area of human sexuality. Emphasis will be placed on giving students a historical perspective concerning attitudes about sexuality and sexual behavior with particular consideration given to cross-cultural studies. Theoretical positions and research findings will be related to major developmental issues in the human life span and sexuality will be considered as an integral part of human relations and communication. Application will be made to the needs and concerns of teachers and human service professionals about sexual abuse and its treatment. (Developmental Psychology) *3 semester hours*

LAP451 Industrial Psychology

A survey of theories and methods that study organizations in search of ways to improve the functioning and human benefits in the workplace. Emphasis is placed on ways to be more productive, to increase job satisfaction among employees and to improve employee selection. Prerequisite: One previous psychology course or the equivalent or consent of instructor. *3 semester hours*

LAP460 Multidisciplinary Teaming with Families of Young Children

This course examines the functioning of teams consisting of parents and professionals operating in concert to deliver services to young children experiencing special needs. Students will become familiar with the varied roles of team members in assessment, planning, intervention, and interagency coordination. The course considers autobiographical approaches to understanding oneself and other team members as individuals; models of collaboration within and between service settings; team and group processes and dynamics; conflict resolution; and interagency roles, service coordination functions and responsibilities. *3 semester hours*

LAP499 Psychology Seminar

Seminar course varies in content from time to time. Open to junior, senior, and graduate students in psychology with consent of instructor. *2-3 semester hours*

LAP501 Psychological Assessment I (formerly LAP403)

Introduction to psychological evaluation, familiarizing the student with different assessment procedures, including categories of tests, observations and implications. Several tests are examined in class, demonstrating standardized administration and the importance of controlling anxiety and establishing rapport with the individual being tested. Importance of the referral question and report reading will be stressed. Prerequisite: one previous psychology course. (Personality/Clinical Psychology) *3 semester hours*

LAP502 Psychological Assessment II - Intelligence

Assessment of cognitive abilities utilizing standardized tests including the Wechsler Adult Intelligence Scale - Revised, the Wechsler Intelligence Scale for Children III-R, and the Stanford Binet. Administration, scoring and interpretation will be stressed. Sources of bias and consequent limitations will be presented. Prerequisite: graduate standing. (Personality/Clinical Psychology) *3 semester hours*

LAP503 Psychological Assessment III - Personality

Presentation, demonstration and experience in the various modes of personality assessment. Standardized, objective tests will be covered. Emphasis will be placed on the psychometric and personality theories underlying assessment. Sources of bias will be discussed. Administration, scoring and interpretation of these tests will be presented. Prerequisite: graduate standing. (Personality/Clinical Psychology) *3 semester hours*

LAP504 Psychological Foundations and Systems

Students will be introduced to major issues concerning the growth and development of psychology from the late 19th through the 20th centuries. Emphasis will be placed on the relationship between developments in psychology and those in the social and natural sciences as well as in medicine. The philosophical foundations of psychology will be explored and major schools — psychoanalysis, behaviorism, cognitive/constructivist positions — will be compared and contrasted. (Human Development/Health) *3 semester hours*

LAP505 Advanced Abnormal Psychology (formerly LAP404)

Advanced seminar investigating current theoretical and applied questions related to various aspects of abnormal psychology, including anxiety, personality, sexual, childhood and affective disorders, substance abuse, mental retardation, autism, schizophrenia, and selected topics related to therapeutic intervention. Students will analyze issues in abnormal psychology found in the scientific and popular literature and in case studies of abnormal behavior. Prerequisite: One previous course in abnormal psychology and graduate standing; one course in community mental health recommended; senior standing with permission of department. (Personality/Clinical Psychology) *3 semester hours*

LAP506 Advanced Human Development

A study of the biological, physical, cognitive, emotional, social and personality development of humans from birth through death. Emphasis will be placed on research methodology, including interview and traditional psychological assessment. Normal and pathological aspects of the aging process will be explored. The concepts of prevention and postponement will be incorporated. Prerequisite: seniors with two previous psychology courses and consent of department or graduate standing. (Developmental Psychology) *3 semester hours*

LAP507 Theories of Cognitive Psychology (formerly LAP406)

Course will introduce and compare current views of cognitive psychology. Will examine theoretical models explaining cognition. Consideration will be given to the genetic approach, to the construction of knowledge (Piaget); to the relationship between language acquisition and cognitive activity (Vygotsky); to the development of moral and ethical principles (Kohlberg). Course will analyze theoretical models of the information processing approach (Sternberg) and will examine the social and developmental aspects of cognition. Prerequisite: junior, senior or graduate standing and one previous course in general psychology, human development or psychology of learning. (Cognitive/Experimental Psychology) *3 semester hours*

LAP508 Interpersonal Development

This course examines contemporary cognitive developmental, ego developmental and psychoanalytical object relations stage theories of interpersonal development. The psychological and philosophical antecedents of these theories will be presented. Assumptions and issues related to the philosophical concepts of unity/duality;

psychological isolation of thought, feeling and action; and societal considerations related to autonomy/community will be pursued. (Human Development) *3 semester hours*

LAP509 Advanced Social Psychology

An advanced study of individual behavior in groups. The major theories of persuasion, group dynamics and role behavior will be examined. Students will design and conduct research with the major theories as guideposts. Prerequisite: Senior or graduate standing. Two previous undergraduate psychology courses. (Social/Community Psychology) *3 semester hours*

LAP510 Advanced Personality Theory (formerly LAP405)

Critical study of main theoretical and substantive trends in contemporary personality theory. Research and issues in current theories. Neo-analytic, statistical and behavioral approaches. Assessment. Prerequisite: Senior or graduate standing with previous undergraduate course in personality theories or consent of department. (Personality/Clinical Psychology) *3 semester hours*

LAP511 Infancy

This course enables students to acquire knowledge of typical and atypical infant development. Knowledge concerning basic developmental patterns in the areas of cognitive, social/emotional, communication and motor development will be presented. The infant's emerging capacities for engagement in relationships and learning experiences will be examined. The effects of social, cultural, and interpersonal environments on infant development will also be examined. (Human Development) *3 semester hours*

LAP512 Cross-Cultural Perspectives in Mental Health

Course content will involve an exploration of historical and cross-cultural trends and movements in the development of the construct of mental health and mental health maintenance. Current models of mental health will be compared and the role of cultural variables in determining their content and structure will be considered. Models of psychotherapy and other modes of personality development and change will be reviewed. Current trends in community mental health research will also be considered. (Cultural) *3 semester hours*

LAP515 Advanced Culture and Self

Course content will involve a survey at an advanced level of the major theories of personality where the construct of the self is an essential feature. The development of these theories in the context of Western culture will also be considered. Basic principles of human development will be reviewed in a cross-cultural context and students will be assisted in comparing biographical with empirical-objective approaches to the study of personality. (Cultural) *3 semester hours*

LAP517 Psychological Statistics, Design and Analysis

An introduction to students and research workers in psychology to the concepts and applications of statistics. Emphasis is placed on the analysis and interpretation of data obtained from the conduct of experiments. Students and workers in other branches

of behavioral and biological science may also find this course helpful. Skill in algebra is necessary. This course attempts to not only introduce the student to the practical technology of statistics but also to explain in an often intuitive way the nature of statistical ideas. *3 semester hours*

LAP520 Biological Bases of Behavior

An examination of the basic biological systems and their relationship to behavior. Particular emphasis will be given to the central nervous system, autonomic nervous system, neuroanatomy, and the endocrine system. Changes throughout the lifespan and the effects of various kinds of impairment will be stressed. (Health) *3 semester hours*

LAP525 Psychology of Artistic Expression

Course content will involve the exploration of the relationship of personality variables and other psychological factors to the development of creative potential and the capacity for artistic expression. Emphasis will be placed on the interrelationship between artistic movements and trends in the 20th Century and parallel developments in psychology and the social sciences. Both psychoanalytic and cognitive approaches to the study of creativity will be reviewed and related to the role of the artist in contemporary cultural trends. (Cultural) *3 semester hours*

LAP530 Health Psychology

Emphasis on the shift from the biomedical model to the biopsychosocial model to understand the various influences on health and illness. The mind-body relationship will be explored via current research. The minimization of risk and promotion of health, including health lifestyle, prevention, maintaining compliance with appropriate regimens such as medication or exercise and diet will be explored. Lifespan considerations will be included. (Health) *3 semester hours*

LAP535 Psychopharmacology

Develop familiarity with the basic mechanisms of drug transport within the body, including neuroanatomy, the autonomic and central nervous systems. Major classifications of psychoactive drugs as well as over the counter drugs and non-controlled substances. Lifespan considerations for indications/contraindications and use/abuse at various ages. (Health) *3 semester hours*

LAP540 Abnormal Psychology of Aging

The purpose of this course is to assist the student to apply the principles of abnormal psychology to specific pathologies common among older adults. The course will begin by examining the difference between normal and abnormal aging. It will then continue by addressing such issues as depression, organic brain syndrome, anxiety, paranoia, and hypochondria. The student will explore the issues of accurate diagnosis and treatment. Particular emphasis will be placed on the proper identification of the DSM-IV category. Discussion will also include treatment possibilities for each diagnosis. Prerequisite: HSC545. *3 semester hours*

LAP543 Advanced Interpersonal Relationships

Small organizational groups outside of the family are the emphasis of this course. Social, Occupational and Leisure groups are studied with the concern of developing more effective relationships within the group. Small group theories are studied and applied. The Psychological focus of the course is the development of each individual within the small group to maximize each person's development as they relate to others in groups. (Organizational) *3 semester hours*

LAP545 Pain Management

The biological mechanisms of pain will be presented. The interaction with the brain and higher cortical functions with emphasis on personal differences in pain response will be stressed. Medical and psychosocial treatment of pain will be emphasized with exploration of biofeedback, autogenic training, progressive relaxation training. Development of treatment plans for pain management. (Health) *3 semester hours*

LAP550 Advanced Industrial Psychology

An indepth study of organizations and the human factors involved in contemporary business practices. The course emphasizes employee production, job satisfaction, employee assessment and motivation. Major problems are dealt with in the course including conflict, harassment and low incentives. Practical use of updated Psychological methods are included. (Organizational) *3 semester hours*

LAP590A Internship I

The internship enables the student to integrate learning with practice in an applied setting in the mental health field. Skill development in the selected site will focus on counseling, assessment and consultation. Students will participate in a weekly supervisory seminar on campus. The student will spend 300 hours on-site in the setting. Prerequisites: Graduate standing, completion of required courses, approval of advisor. *2 semester hours*

LAP590B Internship II

The internship enables the student to integrate learning with practice in an applied setting in the mental health field. Skill development in the selected site will focus on counseling, assessment and consultation. This course is an extension of Internship I with more emphasis on skill development with treatment planning and intervention. Students will participate in a weekly supervisory seminar on campus. The student will spend 300 hours on-site in the setting. Prerequisites: Graduate standing, completion of required courses, approval of advisor. LAP590A or approval of department. *2 semester hours*

LAP594 Psychology Independent Study

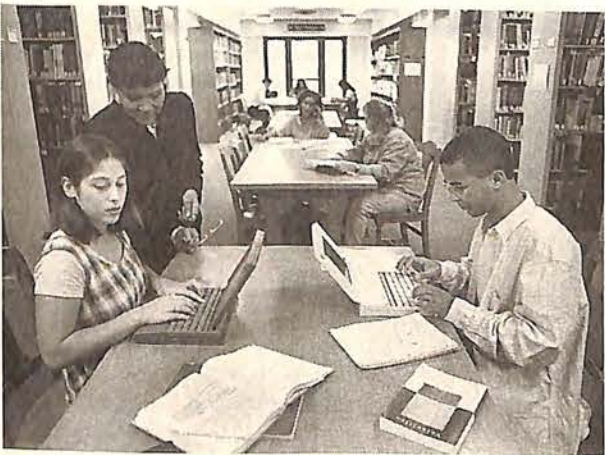
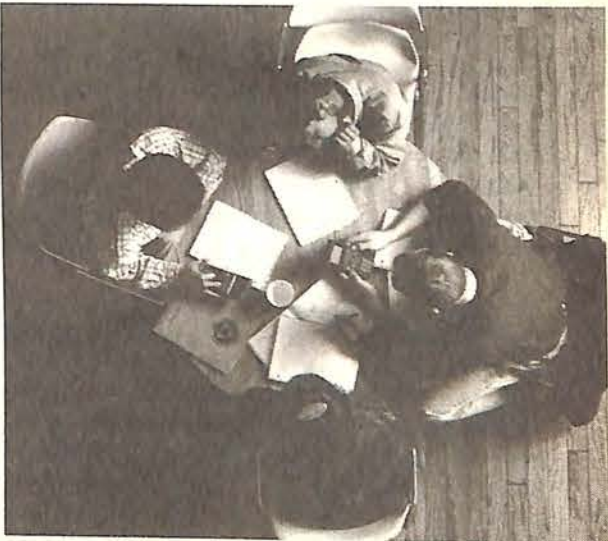
A pursuit of independent study in an area of psychology by students enrolled in graduate study at NLU. Prior to registration, students must obtain permission from their Graduate Advisor. Also, they must obtain approval from that faculty member who will be supervising their work. A paper is required for course credit. *3 semester hours*

LAP595 Special Topics in Psychology

This course will cover any topic or topics in the field of psychology which are not taught within the regular course offerings. A decision to teach this course will be made each time by the department on the basis of unusual and specific students' needs. Should it develop that a particular topic is needed to be taught on a fairly regular basis, then a specific course will be developed. *3 semester hours*

LAP599 Thesis

A thesis required of all Master of Arts in Psychology students is a formal written document which investigates a theory or particular point of view and which is the result of disciplined inquiry. The student should present the thesis proposal signed by all members of the student's committee at the time of registration for thesis credit. *3 semester hours*



Do not expect business as usual from National-Louis University's College of Management and Business. Vast changes are sweeping across the world's economies, creating undreamed of opportunities yet dangers for the unprepared. Smart businesses, government agencies, and non-profit corporations know that an educated and highly skilled workforce is the key to prosperity. General abstract knowledge or technical brilliance is not enough. Knowledge workers need to work effectively with people and be able to apply their knowledge to practical real-world problems.

Business and Management schools must respond with more than the same old fare, and we do. We prepare knowledge workers with flexible, innovative, high-quality programs that meet practical real-life learning needs. Further, we work with specific industries, associations, or even individual organizations to design customized programs tailored to specific learning needs. That adds up to excellent value for students and their employers.

We offer programs on our four Chicago area campuses and at our full-service academic centers in Washington, Atlanta, St. Louis, Tampa, and Orlando. Full-time tenure track professors are stationed at campuses and at all of our academic centers, communicating with modern telecommunications and computers. We also offer classes right on corporate sites. Few universities can match the flexibility, the nationwide access, or the expertise with the innovative programs of National-Louis University's College of Management and Business.

The new knowledge workers are increasingly diverse with more women, older workers, and minorities of race, religion, and national origin—workers that deserve a fair shot at the

American dream. The College of Management and Business is a college of opportunity for these students. For example, we work closely with the Language Institute of the College of Arts and Sciences to provide access for students who have just mastered the English language. We also offer special courses and programs for women and minority managers.

Our professors are selected for their teaching skills and practical experience as well as their academic credentials. Classroom learning is practical yet relevant with a sound grounding in theory. In place of stuffy lectures, our professors use large scale simulations, management assessment centers, actual case studies, and other sophisticated techniques so that learning can be practiced and then applied back on the job. Individual attention and honest feedback help each student grow as a skilled, thoughtful and humane professional—a knowledge worker that knows how to work with people and get things done.

Our professors are prized for their practical work as consultants, tackling everything from the privatization of food processing companies in Poland to improving the management information systems of a U.S. insurance giant. Yet they are also recognized for their scholarship and present their findings nationally and internationally. The full-time faculty is blended with a strong cadre of adjunct professors who bring insight on the latest and best contemporary practice to our students.

So do not expect business as usual. National-Louis University's College of Management and Business is the place where knowledge workers prepare to assure our nation's future prosperity. We invite you to join us as partners in an education that works.

Admission Policies

Prospective students may apply for admission to graduate management programs at any time of the year. All applicants must submit all of the following to the Director of Admissions (or local representative) prior to consideration for admission to any graduate program in the College of Management and Business (CMB):

1. A completed application form.
2. A nonrefundable application fee.
3. Official transcripts from all colleges and universities attended. Completion of a bachelor's degree must be verified.
4. A completed reference form that lists the names, mailing addresses and day-time phone numbers of three persons who can provide information relevant to an applicant's potential for success in the graduate program. References must have an academic or professional association with the applicant; relatives of the applicant are not acceptable references.
5. A completed Critical Thinking and Writing Skills Instrument, which will be evaluated by a Center for Academic Development writing specialist. This evaluation is for diagnostic purposes only – the results may be used to determine your admissions standing (see below).
6. A professional resume.*

*Not required for U.S. military personnel and U.S. Government Employees.

Admission Standards

Upon receipt of the required documentation, an admission decision will be made by the Director of Admissions (or local representative) for those applicants who meet the full or general provisional admissions standards as outlined herein. A local CMB Faculty Admissions Team consisting of at least two full-time faculty members will be convened to make the admissions decisions for those applicants who do not meet the general criteria for provisional admission or to grant an admissions requirement exemption (a third faculty member will be called upon to break ties). The admissions criteria are as follows:

Full Admission Criteria

1. Verified completion of a bachelor's degree from a four-year college or university that is accredited by a regional accrediting agency in the United States or the equivalent from an institution outside the United States.
2. A grade point average of 3.0 or better on a 4.0 scale, earned during the junior and senior years of the applicant's undergraduate program.
3. A score of 3.0 or better on the Critical Thinking and Writing Skills Instrument as evaluated by a Center for Academic Development writing specialist.

Provisional Admission Criteria

1. Applicants who do not meet the grade point average requirements for full admission but have at least a grade point average of 2.5, but less than 3.0, may be admitted provisionally.
2. Applicants with a score of 2.0 to 2.9 on the Critical Thinking and Writing Skills Instrument as evaluated by a Center for Academic Development writing specialist may be provisionally admitted.
3. Applicants who have a low grade point average (2.5 to 3.0) and low writing competency (2.0 to 2.9) can be provisionally admitted only with the approval of the local faculty admissions team.
4. Applicants who have less than a 2.5 grade point average or a writing competency level judged by the assessor to be too low for remediation (0 to 1.9), can not be admitted without the approval of the local faculty admissions team.
5. Applicants who meet the full admissions requirements but have a baccalaureate degree from a nonregionally accredited or nonaccredited institution or from an institution outside of the United States may be admitted provisionally.

Provisional Admission

Students who are provisionally admitted must maintain at least a 3.0 ("B") cumulative grade point average (GPA), with no outstanding "I" grades for all courses taken during the first term. These courses may not be extension courses, transfer credit, workshops, independent studies, or internships/practicums, except when taken by veterans receiving benefits. If the minimum 3.0 GPA is attained at the end of the probationary period, the student will gain full academic standing; if the student's GPA is below 3.0 at the end of the probationary period, the student will be dropped from the graduate program.

Applicants who score less than a 3.0 on the Critical Thinking and Writing Skills Instrument will be required to enroll in MGT523: Analytical and Writing Skills for the Manager prior to being granted provisional admission status. This course is a one semester hour, not for credit, pass/fail course which was designed to hone the students' writing and critical thinking skills and to increase the students' potential for success in graduate studies. MGT523 will be taken concurrently with other course work in the students' graduate program. Students must successfully complete this course prior to the end of the first term in order to be granted full admissions status and be allowed to enroll in the second term of their program. In exceptional cases, students who are showing satisfactory progress in MGT523, but have not successfully completed all course requirement, may be awarded an "X" as an end-of-term grade for the course by their instructor and be permitted to continue into the second term.

68 **International Student Admissions**

The College of Management and Business welcomes qualified international students for enrollment into its graduate programs. Applicants are required to present official records of scholastic achievement and evidence of proficiency in spoken and written English as a prerequisite for admission. In addition to the admissions requirements above, the following conditions apply.

1. Students applying to graduate studies must submit an official credential evaluation from an approved agency verifying degree equivalence in the United States.
2. International students who seek a Student Visa (I-20) must provide financial affidavits documenting available resources for tuition, living expenses, travel and all miscellaneous expenses. The University and College do not have the resources to provide financial assistance to international students.

Admissions Appeals

1. If an applicant or student wishes to appeal an admissions decision, the appeal must be made in writing to the University Director of Admissions and Records (or local representative) within two weeks of receipt of the decision letter. Appeals will be forwarded to the College of Management and Business Academic Issues Governance Unit, which will make a decision to uphold or deny the appeal.
2. The Academic Issues Governance Unit will forward its decision to the applicable program administrator and to the University Director of Admissions and Records who will officially notify the applicant of the unit's decision.
3. Further appeals will be administered in accordance with the University policy on academic appeals as outlined in the *Student Guidebook*.
4. Applicants may initiate a request for an admission requirement exemption, along with their application for admission, when they know in fact that they do not meet a program admissions requirement. An exemption is required when an applicant does not meet the minimum requirements for provisional admission. Requests for an exemption will be forwarded to the Academic Issues Governance for an admissions decision.

Status of Formally Admitted Students**Enrollment**

1. Graduate students must be fully or provisionally admitted prior to the start of the first course of the program. Unclassified students are not eligible for admission into graduate programs.

2. Special Status students may be allowed to enroll in the first course of Term I while awaiting the completion of the formal admissions process. Special Status students must take the Critical Thinking and Writing Skills Instrument prior to starting class; they must also enroll in MGT523 prior to starting class if they score less than a 3.0 on that instrument. Admission under this status will be conditional upon a determination by local admissions personnel that available information indicates that the applicant may eventually be fully or provisionally admitted to the program. In the event that the formal admissions process is not completed by the end of the first course, the student will not be permitted to continue in the program (regardless of their grade in the course), until a formal admissions decision is made.
3. Unclassified or Visiting Students may be allowed to take individual MS-HRM&D courses for professional development with the permission of the local program administrator without being formally admitted to the degree program. Unclassified or Visiting Students, who have completed some MS-HRM&D courses, may petition the local program administrator for admission into the degree program.

Academic Policies**Transfer between Graduate Programs**

Students wishing to transfer from one graduate program to another within the university must request permission to do so. A written request will be directed to the person/unit responsible for admissions decisions in the college to which the student is transferring. Any special admissions requirements for the new program must be met. The academic record will be evaluated and the admission status to the new program will be determined based on this evaluation. The student will be notified of the decision and new academic standing.

Transfer of Credit

Graduate hours completed at an accredited institution which offers graduate degrees may be transferred into College of Management and Business graduate programs. Such institutions are either those approved by one of the regional accreditation associations or those approved by agencies recognized by the Council on Recognition of Postsecondary Education. The number of credit hours that may be transferred is determined on an individual basis. No transfer is automatic. A maximum of nine semester hours may be transferred. The following criteria apply to transfer credit:

1. The transferred course must have provided bona fide graduate credit that would have fulfilled graduate degree requirements at the institution at which the course was taken.

2. The credit must not have been used toward a degree which was awarded.
3. The credit may be for graduate work completed at National-Louis University or elsewhere for which a degree was not awarded.
4. Credit earned more than six calendar years before graduate admission is not transferable.
5. Courses with a grade below B cannot be used for transfer credit. A "Pass" grade for a completed pass/fail graduate course is acceptable.
6. Transfer credit may be prohibited or limited in certain academic programs.

Students must petition for transfer of credit **at the time of application for admission**. This petition must include a transcript showing satisfactory completion of the course and such supportive evidence as may be needed to establish relevance of content to the student's degree program. Transfer of credit will be approved by the appropriate local program administrator pending verification of the graduate course level and institutional accreditation by the Registrar's office.

Required Course Waiver(s)

Students may request a waiver of one or more required courses if previous academic work or experience indicates a high degree of competency in the content of the course. Waiver of a required course does not grant equivalent credit toward the degree; it permits the student to substitute an appropriate elective course for the waived course. A Course Waiver Request Form must be completed by the student and the advisor and submitted with appropriate documentation to the appropriate local program administrator.

Graduation Requirements

1. The College of Management and Business reserves the right to update/change the graduate curricula at any time. Any candidate for a degree shall be held to compliance with changes, as far as the uncompleted portion of their program is affected.
2. Students must fulfill all degree requirements, including theses, research projects or other requisites, within 10 years from the beginning of the first course taken in the specific graduate program to which they are admitted. (Transfer credit is not computed in determining this requirement)
3. Students who have not completed their degree within the 10 year required time frame, may petition the college for readmission into the applicable program. Prior to readmission, the students must agree to develop a Degree Completion Plan which will provide for taking six program core courses within a three year time limitation. When the core courses are completed within the indicated time frame, the degree requirements shall be considered met and a degree may be awarded.

Management and Business Programs

The College of Management and Business offers graduate degree programs for both experienced and prospective managers. The programs are designed for working adults and are presented in a flexible field experience model.

Masters in Business Administration (M.B.A.)
(Offered in the field-experience model only.)

The M.B.A. program at National-Louis University's College of Management and Business offers a diverse series of courses which will present the experienced practitioner with the financial/accounting/economic skills, as well as the practical people/leadership skills needed to succeed in today's increasingly complex organizational settings. These courses are designed to address practical problems, rather than theoretical ones, so that students will be able to apply their new knowledge and skills in their work settings almost immediately. Further, the courses are sequenced to provide continuity and will contain common themes and threads. These themes and threads will include communication issues, issues of diversity, law and ethics, as well as strategic thinking and leadership skills. This program is designed to serve adults who work in complex organizations, public as well as private, not-for-profit as well as for-profit, and to help them work more effectively with superiors, peers and subordinates in identifying, clarifying and solving organizational goals and problems.

This M.B.A. program is offered at selected locations convenient to working adults who meet in cohort groups which remain together for the entire program. Each course will also have an internet presence which will enable students and instructors to communicate.

Degree Requirements

37 SH

Term 1

| | | |
|--------|----------------------------------|---|
| MBA500 | Introduction to Graduate Studies | 1 |
| MBA502 | Organizational Behavior | 3 |
| MBA504 | Human Resources Management | 3 |
| MBA506 | Ethical and Legal Issues | 3 |

Term 2

| | | |
|--------|--------------------------|---|
| MBA508 | Managerial Economics | 3 |
| MBA510 | Macroeconomics | 3 |
| MBA512 | International Management | 3 |

Term 3

| | | |
|--------|-----------------------|---|
| MBA514 | Managerial Accounting | 3 |
| MBA516 | Financial Markets | 3 |
| MBA518 | Financial Management | 3 |

Term 4

| | | |
|--------|-----------------------|---|
| MBA520 | Operations Management | 3 |
| MBA522 | Strategic Marketing | 3 |
| MBA524 | Strategic Management | 3 |

Managerial Leadership* (M.S.)
(Offered in the field-experience model only.)

The Managerial Leadership program is based on the conviction that most professionals in business, not-for-profit, and government organizations have ample skills in their specialization but need more knowledge and skill to effectively lead and manage the human complexities in organizations.

The Managerial Leadership program is designed to deliver quality education to adults who wish to acquire knowledge and skills that will help them: 1) work more effectively with people at all levels in an organization; 2) create environments and opportunities that foster employee development; and 3) function more effectively in contributing toward the achievement of organizational goals.

The program is ideal for managers and other professionals whose jobs require frequent interaction with other people or require leading and supervising others in an organizational setting.

This master's degree program is offered at selected locations convenient to working students who meet in cluster groups which remain together for the entire program. The spectrum and design of the required courses enable students to apply their knowledge and skills almost immediately in their work settings.

Students who intend to pursue doctoral studies at a future time may elect to complete a thesis (MGT599A1, MGT599A2, and MGT599A3) in lieu of the two individualized study courses (MGT548 and MGT552). This option is subject to approval by the local College of Management and Business (CMB) program administrator.

| | | |
|---------------------------------|-------------------------------------|--------------|
| Degree Requirements | | 33 SH |
| Core Course Requirements | | 18 SH |
| MGT542 | Leadership Theory & Practice | 3 |
| MGT543 | Leadership: Assessment & Reflection | 3 |
| MGT544 | Critical Thinking for the Manager | 3 |
| MGT545 | Organizational Analysis | 3 |
| MGT546 | Organizational Design & Innovation | 3 |
| MGT547 | Ethical Practices of Leaders | 3 |

* This is a revision of what was formerly the M.S. in Management program.

General Managerial Leadership Concentration

| | | |
|---|---|--------------|
| 18 SH core course work plus the following: | | |
| Required Concentration Courses | | 15 SH |
| MGT548 | Exploring Practices of Leadership & Management: Independent Inquiry | 3 |
| MGT549 | Organizational Communication | 3 |
| MGT551 | Leadership & High Performance Teams | 3 |
| MGT552 | Proposal Development for Organizational Improvement | 3 |
| MGT553 | Leading Through Vision & Strategy | 3 |

Specialty Area Concentrations

18 SH core course work plus the following:

18 SH of core course work, plus 15 SH in the specialty concentration, must be completed to meet the degree requirements.

Concentrations in specialty areas such as Health Care Management, Human Resources Management, Human Resources Development, Information Technology, Public Administration, Law Firm Management, and Hospitality Sector Management may be offered as cohort groups are recruited to satisfy a specific need within a market or of a specific client organization (for example, a management concentration developed for the U.S. Customs Service). Need may be determined by an analysis of a local market and/or through corporate or organizational contacts.

Concentrations require the completion of 9 to 15 semester hours of course work within the concentration specialty area. (If a concentration is 9 or 12 SH, the remaining credits will come from courses for the General Managerial Leadership Concentration listed above.) Concentrations may include a combination of any of the following: existing catalog courses; courses developed specifically for the specialty area; and/or courses offered as MGT495: Special Topics, which are relevant to the specialty area.

Note to Returning M.S. in Management Students

Returning students may complete MGT517, MGT518, and/or MGT519 in lieu of completing a thesis (MGT599A1, MGT599A2, and MGT599A3). Such students enrolling in MGT517, MGT518, or MGT519 will have 120 days from the date of registration in which to complete the course. If the course is not completed within that time period, students will be required to register for MGT599B as many times as necessary in order to complete the course.

Returning students who need to make up incompletes which are more than one year old may need to repeat the course or complete a substitute course if the course is no longer offered. See the local CMB program administrator for your options.

Human Resource Management and Development (M.S.)

This degree program provides for an in-depth examination of theory and principles in the human resource management and human resource development functional areas. The program incorporates several management disciplines such as organizational behavior, organizational development and human resource management and develops practical management skills. It also provides students with the opportunity to share their work experiences with classmates and to apply learned skills in their workplace.

The Master of Science in Human Resource Management and Development (MS-HRM&D) is offered at selected locations convenient to students who meet in cohort groups which remain together for the entire program. Courses are presented sequentially in a variety of week-end and week-day schedules.

| | | |
|-----------------------------|---|--------------|
| Program Requirements | | 33 SH |
| MGT509 | Human Resource Planning | 3 |
| MGT531 | Advanced Organizational Behavior | 4 |
| MGT530 | Organizational Development and Change | 4 |
| MGT515* | Strategic Training and Development | 4 |
| MGT541 | Employee Relations and the Law | 4 |
| MGT521* | Recruitment and Selection | 3 |
| MGT513* | Total Compensation Systems | 4 |
| MGT540* | Labor and Management Relations | 4 |
| MGT508* | Current Issues in Human Resource Management | 3 |

* MGT590 Management Internship (3sh) may be substituted for one of the indicated courses.

Specialty Area Concentrations

The following MS-HRM&D program core may be offered at locations which can recruit and support cohort groups made up of students in a specific specialty area concentration:

| | | |
|---------------------------------|---|--------------|
| Program Requirements | | 33 SH |
| Core Course Requirements | | 18 SH |
| MGT509 | Human Resource Planning | 3 |
| MGT531 | Advanced Organizational Behavior | 4 |
| MGT530 | Organizational Development and Change | 4 |
| MGT515 | Strategic Training and Development | 4 |
| MGT508 | Current Issues in Human Resource Management | 3 |

Other Concentrations **15 SH Each**

Concentrations may be developed and offered as cohort groups are recruited/formed to satisfy a specific need within a market. Courses selected for a concentration may be developed specifically for that concentration or may be selected from other graduate curricula offered through the CMB. The need to develop a concentration may be determined by an analysis of the local market and/or through corporate or organizational contacts. For examples, a concentration specifically developed for the health care industry in a local area, for a state or federal government agency, or for a local professional organization such as ASTD or SHRM. An Internship (MGT590) may be included as a course in a concentration.

NOTE: All members of a cohort group must be taking the same program concentration.

Program Standard

The MS-HRM&D program does not normally offer/approve internships because of the cohort group model and the sequential delivery of the program. In place of an internship, a graded professional application/development paper, project or activity is required in each course offered in the MS-HRM&D program to ensure student exposure to "real world" human resource management situations.

Internships may be approved by the local Academic Program Director on a case-by-case basis. A student's Internship Proposal must identify the sponsoring organization and an on-site mentor, include a detailed summary of what the internship will entail, an outline of the terms of the internship, and an explanation of the relevance of the internship to the MS-HRM&D program. The program director will ensure that the proposed internship meets the requirements/objectives as indicated in the Master Course Outline for MGT 590 and meets the criteria for course substitution. Only one internship (three semester hours) may be credited toward degree requirements. **Repeating — internships are not normally approved in this program.**

Course Descriptions

Course Numbering System:

College of Management and Business

This section provides descriptions of all graduate courses offered by the College of Management and Business. The courses are listed in alphabetical order by College and department. The first three alpha characters indicate department and the last three numbers indicate course level.

| | |
|---------|---------------------------------------|
| 400-499 | Advanced Undergraduate/Master's level |
| 500-599 | Master's level |

Department Code

| | |
|-----|-----------------------------------|
| MBA | Master of Business Administration |
| MGT | Management and Business |

Management and Business

MBA500 Introduction to Graduate Studies

This course will orient the student to enter the Masters in Business Administration program. The student will be introduced to the philosophy, procedure, politics and prerequisite knowledge of the MBA degree, as well as to the Home Classroom Kit. This course will include overviews of adult learning concepts, useful academic skills, group dynamics, behavioral style analysis, conflict resolution, stress and time management, writing skills assessment, library services orientation and information sources. *1 semester hour*

MBA502 Organizational Behavior

This course will introduce the student to contemporary theories of organizational behavior and the effects of that behavior on the individual, workgroups and the organization itself. A variety of managerial decision-making techniques will be used in the analysis and solving of organizational problems. *3 semester hours*

MBA504 Human Resources Management

This course will introduce the student to the human resource functional areas within their organizations. These areas include: human resources forecasting and planning; employee recruitment and selection; salary/benefits administration; and the legal aspects of labor and employee relations. Additionally, such topics as work force diversity, continuous improvement and ethical decision-making will be examined as they relate to human resource management practice. This course will also expose the student to the key elements of administrative aspects of human resource management and organizational communications networks. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. *3 semester hours*

MBA506 Ethical and Legal Issues

This course will introduce the student to ethical and legal theories as they relate to the modern organization. The rights and duties of the organization to its stakeholders, both internal and external, as well as to society-at-large, will be examined. The rights and duties addressed will be political and social as well as ethical and legal. Major issues to be analyzed will be: leadership; employer-rights; occupational safety; product safety; advertising; environmental issues; and social responsibility. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. *3 semester hours*

MBA508 Managerial Economics

This course will introduce the student to the application of microeconomics principles to managerial decision-making in the modern organization. Emphasis will be placed on marginal analysis and resource allocation, as well as on computer-based forecasting and model building. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. *3 semester hours*

MBA510 Macroeconomics

This course will introduce the student to macroeconomics principles and how the fluctuations of economic public policy impacts the behavior of individuals, organizations and governments. Issues addressed will be business cycles, price fluctuations, employment issues, trade issues and growth, as well as international trade policy and the expanding global economy. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. *3 semester hours*

MBA512 International Management

This course will introduce the student to the operations of both national and international organizations in the expanding global economy. International issues addressed will include balance-of-payments, exchange rates and trade barriers. Emphasis will be placed on differences in foreign governments, cultures and organizational structures and how these differences impacts the behavior of individuals, organizations and governments. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Several specific countries and their business environments will also be addressed. *3 semester hours*

MBA514 Managerial Accounting

This course will introduce the student to managerial accounting concepts and the use of those concepts in the evaluation of financial reports and other financial data. Issues addressed will include techniques to analyze and evaluate cost data for planning and control, inventory management and control, cost-volume-profit analysis, revenue and profitability analysis, and quality control issues. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. *3 semester hours*

MBA516 Financial Markets

This course will focus on the behavior of financial markets, such as stock, bond, futures and options markets. Several different investment alternatives and their characteristics will be addressed. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. *3 semester hours*

MBA518 Financial Management

This course will emphasize the financial analysis and decision-making associated with managing the organization. Topics include financial statement analysis; the cost of capital; capital budgeting; and debt v. equity financing. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. *3 semester hours*

MBA520 Operations Management

This course will address the technological, financial, logistical and human resources related to the production and distribution of goods and services. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. *3 semester hours*

MBA522 Strategic Marketing

This course will examine marketing principles and their application to strategic marketing problems in a competitive global environment. Among the issues addressed will be: new product development; product/service offerings; and pricing, promotion and distribution. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. *3 semester hours*

MBA524 Strategic Management

This capstone course will integrate the functional areas of the organization so that the student will be able to hone the analytical, creative, marketing, financial and managerial skills necessary to prepare an organization for the 21st century and beyond. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. *3 semester hours*

MGT468 Human Resource Management Practices

This course will include an examination of following human resource management functions in an integrated, organizational context: human resource planning; selection and placement; training and development; compensation and benefits; employee and labor relations; government regulatory issues; and, management practices. This course is designed to prepare students for professional certification by the Human Resource Certification Institution (HRCI), Society for Human Resource Management (SHRM). Note: Certification testing is not a part of this course. *3 semester hours*

MGT500 Contemporary Marketing Issues

Provides an analysis of the problems facing managers in the formulation of marketing policies and extends the marketing concept to relationships within the organization. *3 semester hours*

MGT501 Communication in Organizations

Enables students to increase their knowledge of communication in organizations at the interpersonal, small group, and organization-wide levels. Helps students to develop practical skills and techniques which lead to organizational effectiveness. *2 semester hours*

MGT502 Management Information Systems

Enables students to utilize the MIS systems in modern organizations with special emphasis on the behavioral problems of human beings interacting with new technology. Includes an introduction to the techniques and equipment used in data processing. *2 semester hours*

MGT503 Management and Leadership

Examines management as the problem of planning, organizing, leading, and controlling capital, technological, and human resources in complex organizational settings. The primary emphasis is on management of people within the context of capital and technological constraints. *3 semester hours*

MGT504 Accounting and Financial Management

Provides a course in finance for nonfinancial managers. Beginning with an introduction to basic accounting concepts and practices, the student explores the terms and issues of financial management, especially as they impact on human resources. Includes a review of ratios, capital structure, and budgeting, planning, and cash management. *2 semester hours*

MGT505 The Economic Environment of Business

Examines managerial economics and the impact of the economic environment on business decision making. *2 semester hours*

MGT506 Evaluation and Interventions within Organizations

This course focuses on the development of effective assessment methods for the systematic evaluation of human resource programs to include organizational development and training interventions. Students will examine the need for evaluating human resources development (HRD) programs; develop protocols evaluating HRD interventions; and explore techniques for collecting and analyzing data and for communicating results obtained in the evaluation process. *3 semester hours*

MGT508 Current Issues in Human Resources Management

This course integrates the human resource management and development knowledge and skills learned in the Master of Science in Human Resource Management and Development (MS-HRM&D) program. This course will include an

examination of following functions in an integrated, organizational context: human resource planning; selection and placement; training and development; compensation and benefits; employee and labor relations; government regulatory issues; and, management practices. This course is also designed to prepare students for professional certification by the Human Resource Certification Institute, Society for Human Resource Management. (Certification testing is not a part of this course.) *3 semester hours*

MGT509 Human Resource Planning

Examines the methods by which organizations and individuals develop and motivate employees. Special topics include: strategic human resource planning and forecasting, career development, employee and executive development, employee motivation, productivity improvement strategies and incentive and reward systems. *3 semester hours*

MGT510 Compensation Management

This course is designed to provide the student with an understanding of underlying compensation regulations and laws. Various compensation philosophies, strategies, and policies will be examined. The course also deals with how compensation is implemented through a systematic administrative procedure and managed to attract and retain qualified personnel. *3 semester hours*

MGT511 Benefits Management

This course is designed to provide the student with an understanding of employee benefits programs. Specifically, it will examine various types of benefits programs, objectives, and advantages and disadvantages of each, cost containment measures, and legal ramifications. The course will also deal with how a benefits program is developed, implemented, and effectively managed. *3 semester hours*

MGT513 Total Compensation Systems

This course is designed to provide the student with an understanding of a variety of compensation philosophies, strategies and methodologies. Total compensation systems include salaries and wages, incentive awards and bonuses, long-term income and set-asides, stock/thrift plans and profit/gain-sharing options, and other benefits. Students will learn how systematically developed compensation packages are implemented and effectively managed. Students will also learn the importance of compensation management to improved organizational productivity and employee performance. *4 semester hours*

MGT514 Training Program Design and Presentation

This course emphasizes the identification and application of models for training program design and the development and communication of instructional strategies in and out of the classroom. This course also provides detailed instruction on how to design, develop and evaluate effective training materials for classroom and computer-based instruction. *3 semester hours*

MGT515 Strategic Training and Development

This course focuses on the nature and growth of organizational training systems and the functions involved in employee training and development. There is an emphasis on a systematic approach to the development of effective training programs which includes the assessment of organizational needs, performance outcomes, and organizational processes to determine the necessity for training as a strategic initiative or as an intervention to correct existing deficiencies. *4 semester hours*

MGT516 Consulting Skills

The purpose of this course is to provide students with basic consulting skills and techniques that will allow them to operate effectively in an organizational setting. It is a "how to" course that concentrates on consulting techniques designed to improve individual and organizational effectiveness. *3 semester hours*

MGT517 Readings in Management & Organizational Studies

Students in this course conduct a literature review of a current topic related to management or organizational dynamics. Reviews must include "classic" or foundational works as well as books and articles from current scholarly and professional literature. The review is accomplished in three major assignments: 1) formulation of a focus issue or question; 2) assembly of the list of references to be reviewed; and 3) writing of the actual review. The course is largely individualized study, with students following guidelines in the *Readings in Management & Organizational Studies Literature Review Manual* and receiving guidance from their instructor on a one-to-one basis. *2 semester hours*

MGT518 Proposal Development

This course helps students develop critical thinking, research, project planning, and persuasive writing skills through the development and critique of a complete proposal. Nonthesis students will plan and write a proposal in support of some real or hypothetical organizational project. Project topics might include merging two units or functions, adding a new service, seeking support for a major capital investment (e.g., voice mail, satellite hardware for training), making or modifying a major human resource or management policy, and the like. Thesis students will develop and submit their proposal for their thesis research. The course is largely individualized study, with students following guidelines in either the *Project Proposal Manual* or the *Thesis Manual* and receiving guidance from their instructor on a one-to-one basis. *2 semester hours*

MGT519 Assessment for Management Development

In this course, students complete a normed management assessment instrument and receive feedback on their areas of strength and areas for growth. Students then write a paper reflecting on the accuracy of the assessment and laying out how they may further develop relevant skills in the areas indicated either by the assessment or by their own self-analysis. The course is largely individualized study, with students following guidelines in the *Assessment for Management Development Manual* and receiving guidance from their instructor on a one-to-one basis. *2 semester hours*

MGT520 Performance Analysis and Productivity Improvement

Enables students to identify causes of performance problems by analyzing the system: its values, processes, and factors which affect individual and group behavior. Includes diagnosing individual performance deficiencies, identifying training needs, and learning strategies for minimizing system problems. *3 semester hours*

MGT521 Recruitment, Selection, and Retention

This course examines the criteria and techniques required in the effective recruitment and selection of employees. It also deals with how organizations can more effectively retain their employees. *3 semester hours*

MGT525 Managing Continuous Improvement

Provides an understanding of continuous improvement and TQM, including technical aspects and a methodology for their implementation. Presents continuous improvement as a process with an orderly set of activities designed to ensure that desired organizational outputs are achieved. *3 semester hours*

MGT528 Human Resources Management

This course is designed to introduce students who are not human resource managers or specialists to the human resource management functional areas within their organizations. These areas include: human resources forecasting and planning; employee recruitment and selection; salary/benefit administration; and, the legal aspects of labor and employee relations. Additionally, such topics as work force diversity, continuous improvement and ethical decision making are examined as they relate to human resource management practice. This course also exposes the student to the key elements of the administrative aspects of human resource management; organizational communication networks and the use of data and information systems in managerial decision making will be emphasized. *3 semester hours*

MGT529 Research Methods and Data Analysis in Business

Teaches students to ask the right questions, select and analyze the appropriate data, and prepare research-based memoranda and reports with emphasis on decision making and problem solving in a business context. *3 semester hours*

MGT530 Organizational Development and Change

This course explores the theory and practice of change in organizations. Introduces students to techniques of planned change and intervention at the personal, group, and organizational levels. *4 semester hours*

MGT531 Advanced Organizational Behavior

Explains organizational behavior on the individual, work-group, and organization-wide levels by introducing contemporary theories of organization. Emphasis is placed on techniques of analyzing and solving organizational problems. *4 semester hours*

MGT532 Problem Solving and Decision Making Strategies

Explores systematic strategies for analyzing problems and generating action alternatives. Presents paradigms for decision making and provides opportunities for practice using realistic cases. *2-3 semester hours*

MGT540 Labor and Management Relations

This Course examines the growth of unions, the evolution of management/labor relations, and the legal aspects of union certification, unfair labor practices, collective bargaining and contract negotiation. An emphasis is placed on the collective bargaining process and on emerging human resource management issues which relate to labor/employee relations in union and non-union organizations. *4 semester hours*

MGT541 Employee Relations and the Law

This course deals with various aspects of employee relations and their legal ramifications. Included in the course are such topics as: affirmative action and equal opportunity issues; employee discipline and termination; performance appraisals administration; and other employee relations issues, such as employee morale and productivity, health, safety, security and organizational communications. *4 semester hours*

MGT542 Leadership Theory & Practice

Students in this course investigate both traditional and new paradigms of management and leadership. Learners also examine various theories and practices which have evolved in the fields of organizational leadership and management. *3 semester hours*

MGT543 Leadership: Assessment & Reflection

Students examine their own leadership and management skills and styles through completion of various assessments and exercises. Students investigate personal motivations, preferences, and values and their effects on relationships at work. They also explore how their unique values, motivations and character patterns shape their personal and organizational actions. *3 semester hours*

MGT544 Critical Thinking for the Manager

In this course, students learn about and practice skills in inquiry, analysis, and creative thinking which can lead toward higher performance as organizational leader-managers. Through critical inquiry into current issues about leadership and management, students refine skills in thinking and the generation of alternative perceptions and perspectives which can increase their effectiveness in today's knowledge-based organizations. Students also explore the concept of high functioning leaders and managers as "reflective practitioners." *3 semester hours*

MGT545 Organizational Analysis

In this course, students apply a variety of models to analyze the complex issues surrounding organizational performance. Emphasis is on systems and socio-technical perspectives. In addition, students assess the effects of organizational cultures and structures in their workplaces. *3 semester hours*

MGT546 Organizational Design & Innovation

Building upon the principles and techniques of organizational analysis, students explore the role of the leader as change agent. Students critically examine the concepts of change and innovation as ongoing processes for organizational renewal. *3 semester hours*

MGT547 Ethical Practices of Leaders

This capstone course examines ethical dilemmas facing leaders and managers in a rapidly changing work environment. Integrating key program concepts, students explore ethical principles and practices for leading and managing people in day-to-day operations. Rather than focussing on corporate law-breaking and/or product liability, students examine the ethical implications of leader-manager actions *within* organizations, such as employee selection, reorganization, monitoring and appraising performance, and the like. *3 semester hours*

MGT548 Exploring Practices of Leadership & Management: Independent Inquiry

Each student in this course negotiates a learning agreement with a professor to explore thoroughly a specific issue or practice in leadership and management. Possible activities are journal writing, directed readings, or the observation and assessment of an actual management practice. *3 semester hours*

MGT549 Organizational Communication

Students in this course develop a model of the leader-manager as communicator through studying various aspects of intrapersonal, interpersonal, intergroup, and mediated communication in organizations, including conflict, negotiation, coaching, feedback, and message channel and medium selection. Students also explore communication analysis tools such as message analysis, organizational network analysis, climate instruments, and cultural assessments. *3 semester hours*

MGT550 Research in Human Resources

This course introduces systematic inquiry as the basis for decision making in human resource management. It enables the student to develop research-based strategies for making human resource decisions. *3 semester hours*

MGT551 Leadership & High Performance Teams

Topics studied in this course include group dynamics, problem identification and analysis, group decision-making, creation of high performance and self-directed work teams, reasons teams fail, and ways to make collaboration work. Throughout, the new roles of the leader-manager as work facilitator and mediator of differences are explored. *3 semester hours*

MGT552 Proposal Development for Organizational Improvement

In this course, students gain critical thinking, research, project planning, and persuasive writing skills through the development and critique of a complete project or policy proposal. Each student plans and writes a proposal in support of some real or hypothetical organizational project. Possible project topics

include merging two units or functions, adding a new service, seeking support for a major capital investment, making or modifying a major human resource or management policy. As the course is largely individualized study, students use the *Proposal Development Manual* to guide their work. *3 semester hours*

MGT553 Leading Through Vision & Strategy

This course emphasizes how leaders position and guide their organizations using vision and strategy to help them meet external and/or internal customer demands for continuous improvement. Concepts and processes explored include: the non-rational aspects of visioning; trend, risk, forecast, and other strategic analysis techniques; information and feedback systems; and coalition building. *3 semester hours*

MGT580 Workshops (Topics vary)

Workshops offer content in an informal atmosphere utilizing the participation model. An identifying statement indicates the area of study and appears on the transcript. A maximum of 6 semester hours of workshop credit may be applied to satisfy degree requirements. The appropriateness and acceptability of workshop credit must be determined in consultation with the faculty advisor. *1-4 semester hours*

MGT590 Management Internship

The management internship experience in a selected organization is designed to enable the student to integrate classroom learning with practice and to refine management and/or human resource management functional area skills. Placements are individualized according to the student's program, area of concentration, learning need, and interests. An internship faculty advisor will be assigned to monitor and evaluate student progress. *3 semester hour.*

MGT591A, MGT591B, MGT591C**Field Studies/Research**

Field experience students are registered for two hours of credit at three points in the program while working on a project or assignment under the guidance of a faculty advisor or faculty committee. *2 semester hours each*

MGT593 Applied Management Seminar

Offers a topical review of current management issues and practices from a human resource perspective using Harvard case studies. This culminating course is designed to integrate the skills and knowledge the student has acquired during previous program course work. *2 semester hours*

MGT594 Independent Study

Provides graduate students in degree or certificate programs an opportunity to pursue advanced scholarly study in special areas where they seek further information or to investigate a practical problem in their area of professional interest. Special forms, obtained in the Registrar's Office, must be completed and are required for registration. *1-4 semester hours*

MGT595 Special Topics

Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript and course content is summarized with the course announcement. There is no limit on the number of MGT595 courses which can be applied to the degree, although each topic may be taken only once. *1-4 semester hours*

MGT599A1, MGT599A2, MGT599A3**Thesis/Options**

The thesis is a formal, written document which investigates a theory or particular point of view as the result of disciplined inquiry. Students should discuss content and methodology with an appropriate faculty member. Prerequisite: Consent of thesis advisor. *2-6 semester hours*

MGT599B Field-Study/Thesis Project Advisement

M.S. students who need to receive advisement and to work with a faculty member in order to complete any of the following courses must enroll in the appropriate version of this course:

- 1) MGT599B1 for the Management Development Report — Part I (MGT591);
- 2) MGT599B2 for the Management Development Report — Part II (MGT591);
- 3) MGT599B3 for an independent study [MGT594];
- 4) MGT599B4 for the thesis [MGT599];
- 5) MGT599B5 for the Management Assessment Report [MGT519];
- 6) MGT599B6 for the Organizational Project Proposal [MGT518 or MGT552];
- 7) MGT599B7 for the Literature Review [MGT517]; or
- 8) MGT599B8 for a learning agreement from Exploring Practices of Leadership & Management (MGT548).

This course shall run for 90 days from the date of registration; credits do not count toward fulfilling degree requirements. Permission of the appropriate CMB administrator is required for registration. *1 semester hour [pass/no credit]*



For over 100 years the National College of Education has had as its mission excellence in teaching, scholarship, service, and professional development. Recognizing the importance of life-long learning in a diverse, rapidly- changing global society, the College is committed to developing and empowering all learners.

Consistent with this mission, the faculty also approved a statement of goals for the National College of Education of National-Louis University.

Goals for Teaching

1. Model exemplary practices that create a supportive environment in which the social, emotional, cognitive and physical needs of students are met in order to assure that they become responsible, capable citizens.
2. Provide clinical sites in which undergraduate and graduate students have opportunities to observe exemplary teaching practices, implement and evaluate innovative ideas, and demonstrate their abilities as practitioner/scholars.
3. Provide students with a knowledge base or pedagogy grounded in research on teaching and learning, enabling students to apply principles of child development, organize appropriate instruction and utilize a variety of instructional strategies.
4. Ensure that students will have a broad liberal education for the purpose of enabling them to increase their knowledge and express their intellectual abilities and skills in applying that knowledge.
5. Foster the individual professional growth of experienced educators through collaborative exploration and development of the knowledge base and exemplary practices, and through clinical experience.
6. Educate highly competent and humane professional personnel for leadership and service.
7. Recruit and support faculty and a student body that possess knowledge and values which can be shared through collaborative educational experiences.

Goals for Scholarship

1. Deepen students' understanding of their area of study through an awareness, appreciation and application of educational research.
2. Promote scholarship and research in which students and faculty are involved in their own quest for knowledge which, in turn, enhances their expertise.
3. Support scholarly interaction, debate and research within the College and throughout the profession.

Goals of Service

1. Make available a supportive educational environment in which the needs of students of all ages are met.
2. Encourage preservice and veteran educational professionals to become involved in and assume leadership roles in their respective places of employment and their communities and professional organizations.
3. Encourage and support faculty as leaders and agents of change in the field of education at local, state and federal levels.
4. Nurture and support interaction and collaboration among educational professionals and faculty both on campus and in the field.

In developing and implementing our mission and goals, National College of Education has provided a bridge between educational theory and practice. Thus, we have remained an institution which serves the needs of teachers, specialists, and administrators, and, through them, children.

National College of Education Degree Programs

National College of Education offers courses, programs and related experiences leading to the Master of Arts in Teaching degree, Master of Education degree, Master of Science in Education degree, Certificate of Advanced Study, Educational Specialist degree and the Doctor of Education degree.

Master of Arts in Teaching

- Early Childhood Education*
- Elementary Education*
- Secondary Education*
- Special Education*

Master of Education

- Curriculum and Instruction
 - ESL/Bilingual concentration
 - School Nurse sequence*
- Early Childhood Administration
- Early Childhood Curriculum and Instruction
- Early Childhood Education
- Early Childhood Leadership and Advocacy
- Educational Leadership
 - Administration and Supervision*
- Educational Psychology/School Psychology*
- Educational Psychology/Human Learning and Development
- Interdisciplinary Studies in Curriculum and Instruction
- Mathematics Education
- Reading Specialist*
- Language and Literacy
- Science Education
- Special Education
 - Behavior Disorders*
 - Learning Disabilities*
 - Learning Disabilities/Behavior Disorders*
 - General Special Education
- Technology in Education

Master of Science in Education

- Curriculum and Instruction
 - ESL/Bilingual concentration
 - School Nurse sequence*
- Early Childhood Curriculum and Instruction
- Educational Psychology/School Psychology*
- Educational Psychology/Human Learning and Development
- Language and Literacy
- Mathematics Education
- Reading Specialist*
- Science Education
- Special Education
 - Behavior Disorders*
 - Learning Disabilities*
 - Learning Disabilities/Behavior Disorders*
 - General Special Education
- Technology in Education

Certificate of Advanced Study

- Curriculum and Instruction
 - ESL/Bilingual concentration
 - School Nurse sequence*
- Early Childhood Administration
- Early Childhood Curriculum and Instruction
- Early Childhood Certification*
- Educational Leadership
 - Administration and Supervision*
- Educational Psychology/School Psychology*
- Language and Literacy
- Mathematics Education
- Reading Specialist*
- Special Education*
 - Behavior Disorders*
 - Learning Disabilities*
 - Learning Disabilities/Behavior Disorders*
 - General Special Education
- Technology in Education

Educational Specialist

- Educational Leadership/Superintendent Endorsement
- Educational Psychology/School Psychology
- Leadership in Curriculum and Teaching

Doctoral Programs

- Curriculum and Social Inquiry
- Educational Psychology
 - Human Learning and Development
 - School Psychology*
- Educational Leadership
 - Superintendent Endorsement*
- Reading and Language

* Entitlement certification is available

Entitlement Approval

The following National College of Education certification programs are approved by the Illinois State Board of Education.

Early Childhood Education (Birth-age 8)

- Undergraduate
- Graduate

Elementary Education (K-9)

- Undergraduate
- Graduate

Reading Specialist

- Graduate

Special Education

- Graduate
 - Learning Disabilities
 - Behavior Disorders
 - Learning Disabilities/Behavior Disorders

School Service (K-12)

- Graduate
- School Nurse
- School Psychology

Secondary Education (6-12)

- Graduate
- Biological Science
- Language Arts/English
- Mathematics
- Physical Science
- Social Studies

Administrative (K-12)

- Graduate
- General Supervisory
- General Administrative
- Superintendent

Individual courses or course sequences not included in the programs listed above may not be assumed to be approved by the Illinois State Board of Education for certification purposes.

National College of Education assumes no responsibility for courses taken by students with the intent of obtaining certification, unless the students are under the direct supervision of and meet regularly with a faculty advisor and the courses are taken within a program approved by the Illinois State Board of Education. It is the student's responsibility to ensure that all certification standards and academic policies are met.

Certification

Students seeking certification by entitlement may obtain applications for certification in the Dean's Office. Students seeking certification by individual transcript evaluation apply directly to one of the County Regional Offices of the State of Illinois.

The Illinois Legislature has enacted Section 21-1a of the School Code of Illinois to establish a testing program as a component of the State's teaching certification requirements. The program consists of a test of basic skills and a test of subject matter in each area of specialization for which certification is sought.

Illinois law prohibits the certification and/or employment of persons convicted of specific crimes. Currently, for example, enumerated offenses include but are not limited to certain narcotics and sexual offenses. Students seeking an endorsement for professional certification through the College of Education who have been convicted of one of the offenses identified by Illinois law may be ineligible for certification and/or employment as a school professional.

Degrees

Master of Arts in Teaching (M.A.T.)

The Master of Arts in Teaching degree is designed for students with bachelor's degrees in fields other than education. The M.A.T. emphasizes entrance requirements to the teaching profession and provides basic certification in elementary, early childhood education, secondary education or special education learning disabilities/behavior disorders in the State of Illinois.

Master of Education (M.Ed.)

The Master of Education degree is designed for certified teachers dedicated to children and the development of their learning. This program serves the needs of professional teachers who seek advanced preparation for higher levels of professional competence in the classroom. The program is also available to other professionals in accordance with the admission criteria described in Student Admission Policies. Graduate students are assisted in designing an individual sequence of courses, or selecting a prescribed sequence of courses that will contribute to professional growth.

Core Course Requirements 10 SH

| | | |
|-----------|--|---|
| EPS500* | Contemporary Survey of Child Development <i>or</i> | 2 |
| EPS510 | Theories of Teaching and Learning | 2 |
| ESR506† | Graduate Research: Interpretive/Critical | 2 |
| ESR507**† | Graduate Research: Empirical/Qualitative | 2 |
| FND504 | History and Philosophy of Education | 2 |
| FND505 | Perspectives on Contemporary Issues | 2 |

Students should enroll in Graduate Research: Interpretive/Critical ESR506 no later than the fifth course of graduate study.

* Special Education students and School Psychology students (M.A.T., M.Ed., M.S.Ed.) must take EPS500 Contemporary Survey of Child Development.

**Students in the School Psychology program take ESR502 Statistical Methods in Education instead of ESR507 (or ESR501).

†ESR506 replaces ESR500; ESR507 replaces ESR501; Consult your academic advisor with questions.

Master of Science in Education (M.S.Ed.)

The Master of Science in Education degree is designed for qualified certified candidates who seek preparation for leadership positions in education. The program is also available to other professionals in accordance with the admission criteria described in Student Admission Policies. The Master of Science in Education

degree program is designed to provide sufficient depth in the field of specialization to enable students to pursue continued study at the postmaster's level. Applicants may be required to meet specific program entrance requirements in addition to the general admission requirements of the graduate school.

Core Course Requirements 14 SH

| | | |
|----------|--|---|
| ESR506† | Graduate Research: Interpretive/Critical | 2 |
| ESR502 | Statistical Methods in Education | 2 |
| ESR503 | Research Design Analysis | 2 |
| FND504 | History and Philosophy of Education | 2 |
| FND505 | Perspectives on Contemporary Issues | 2 |
| XXX599** | Thesis | 4 |

Students should enroll in Introduction to Graduate Research: Interpretive/Critical ESR506 no later than the fifth course of graduate study.

** The three letters preceding the course designation for Thesis (XXX599) are appropriate to the program area in which the student is conducting research and pursuing an approved course sequence.

†ESR506 replaces ESR500; Consult your academic advisor with questions.

Research Alternative

The standard thesis requirement for the Master of Science in Education degree may be met through the creation of an evaluation and development project in the form of an educational product that meets specific conditions. Students selecting this alternative to the standard thesis will register for and receive thesis credit.

Projects may take such forms as the creation of a media product for instruction, development and verification of an instructional sequence or module, development and verification of a measuring instrument, or other similar projects. The product must be of such a nature that it can be tested and evaluated. It should be able to serve as a basis for generalization and should be useful beyond the boundaries of a single situation or individual.

The final product will consist of the project material and written documentation. Written documentation will include significance of the work, its relationship to existing materials, validation of procedures, and the performance of consumer response data. Approval of the final product rests with the student's committee. Deadlines for submission of the final copy are the same as deadlines for a thesis.

Students interested in this alternative should consult with their faculty advisors.

Certificate of Advanced Study (C.A.S)

The Certificate of Advanced Study will be awarded to students who, having completed a master's degree in a specific field, choose to engage in continued graduate study that will add a new career dimension to their current professional competencies.

A minimum of 30 semester hours beyond the master's degree is required to complete the Certificate of Advanced Study program. In some instances, depending upon the student's goals and objectives, additional course work may be required.

Core Course Requirements 3 SH

| | | |
|--------|--|---|
| FND546 | Perspectives on and Administration of Educational Policies | 3 |
|--------|--|---|

Educational Specialist (Ed.S.)

The Educational Specialist degree (Ed.S.) between the master's and the doctoral level is designed to meet the needs of school leaders who have completed their master's level work and who express need for advanced specialization in the areas of their master's concentration. Experiences include course work to provide knowledge about recent advances in the areas of concentration and field-based internships that guide application of the new knowledge in school settings. The Ed.S. degree is offered in School Psychology, Educational Leadership, and Leadership in Curriculum and Teaching.

A minimum of approved 30 semester hours beyond the master's degree is required to complete the Educational Specialist program. In some instances, depending upon the student's goals and objectives, additional course work may be required. A culminating experience that consolidates knowledge gained from course work and internships will be an integral part of each program.

Doctor of Education (Ed.D.)

The doctoral programs of National College of Education are designed to prepare leaders in education. The programs build upon a tradition of expertise in the content and processes of teaching and learning. For over 100 years, the College has produced exceptionally well-qualified preservice teachers. In the last two decades, the College has focused on providing advanced education for teachers and educational leaders. The doctoral programs represent a major aspect of this effort. Consistent with the strengths and quality of its graduate faculty, doctoral programs are offered in:

- Curriculum and Social Inquiry
- Educational Leadership
- Educational Psychology
- Human Learning and Development
- School Psychology
- Reading and Language

Doctoral admission and academic policies are discussed in the doctoral section of the catalog (page 115).

On-Campus Programs

Classes are held at the Chicago, Elgin, Evanston, Wheaton, and Wheeling campuses as on-campus classes. Additional classes may be offered at other locations if available with a cluster group. For a schedule of classes, consult the National College of Education *Quarterly*.

Field-based Degree Programs

The field-based master's degree program is an integrated approach to graduate study, which addresses educational needs that may not be met through traditional programs. Groups are formed when approximately fifteen students in geographic proximity are interested in beginning graduate study. Classes are held in the Chicago area, as well as in Milwaukee/Beloit, St. Louis, Tampa/Orlando, Washington D.C. and Germany. Classes meet once a week; the program is approximately two years in duration. The field-based degree is offered in the following departments:

Interdisciplinary Studies in Curriculum and Instruction

Interested students should contact a National College of Education enrollment representative at any of the regional offices or at any Chicago area campus.

Early Childhood Education: Leadership and Advocacy

Interested students should contact the Early Childhood Education Department.

Early Childhood Education: Administration

Interested students should contact the Early Childhood Education Department.

Cluster Groups

National-Louis University is a recognized leader in the Cluster approach to learning. The Cluster approach customizes education for a group of students (15-25) interested in the same program. Clusters can include a Master's degree (M.A.T. or M.Ed.), a Certificate of Advanced Study (C.A.S.), or a Doctor of Education (Ed.D.) degree. In some cases, specific course groupings may also be offered in the Cluster format, such as the LD/BD Approval or ESL endorsement. Cluster groups can meet either in a convenient community based location off-campus, or on one of our campuses.

Groups may form when approximately fifteen students register for an entire graduate Cluster program at a given location. Students progress together through a pre-arranged, pre-registered course of study that is identical to programs offered at National-Louis University campuses. Courses are guaranteed for cluster students as long as they are taken within their Cluster. The Cluster's small class size and convenient class schedules complement rather than complicate your life as a busy professional. Classes are usually one or two nights per week during the school year. Summer schedules vary.

Cluster students benefit from a fixed tuition rate, designated at the time of registration. Tuition payment options are available. Interested individuals should call the Cluster Programs Office at (800) 443-5522, extension 5027. Cluster students follow policies established by the National College of Education.

Cluster programs may be offered in the following concentrations:

- Curriculum and Instruction (Personalized Option Program)
- Educational Leadership (Administration and Supervision or Superintendent Endorsement)
- Educational Psychology/Human Learning and Development Language and Literacy
- Language Minority Program (ESL and/or Bilingual)
- LD/BD Approval in Special Education
- Master of Arts in Teaching (M.A.T.) in Early Childhood Education
- M.A.T. in Elementary Education
- M.A.T. in Special Education
- Mathematics in Education
- Reading and Language
- Science Education
- Secondary Education
- Technology in Education

Admission Policies

All students taking courses at National College of Education should fully understand that graduate credits toward a degree or toward certification under the auspices of the University are earned only after formal admittance to graduate study.

Students desiring admittance into the Foster G. McGaw Graduate School must apply for formal acceptance into the graduate school for either a Master of Arts in Teaching, Master of Education, Master of Science in Education, Certificate of Advanced Study, Educational Specialist, or Doctoral degree.

The Master's Degree

Students who have a baccalaureate degree but do not have a teaching certificate may pursue study in the Master of Arts in Teaching degree programs. The baccalaureate degree may be in a course of study other than education.

All applicants for the Master of Education and Master of Science in Education degree programs must possess valid certification or must present adequate justification to the department chair that graduate study within the department in which application is being made meets their desired professional goals and objectives.

The Certificate of Advanced Study

Applicants for the Certificate of Advanced Study must hold a master's degree from an accredited institution and a valid teaching certificate. An entrance test is not required.

The Educational Specialist Degree

All applicants for the Educational Specialist degree must hold a master's degree from an accredited institution. Admission decisions are based on the following evidence: the completed application form, the applicant's academic record, four letters of reference, scores from the General Aptitude Section of the Graduate Record Examination (GRE), a writing sample, and an interview. Applicants to the Ed.S. degree in Leadership in Curriculum and Teaching may submit scores from either the Miller Analogies Test (MAT) or the General Aptitude Section of the Graduate Records Examination. (For more information about the GRE, please telephone the Educational Testing Service at 847-869-7700. The institutional code for National-Louis University is R1551.) Scores from the GRE or the M.A.T. may not be older than five years. Individual programs may require additional materials. Applications are reviewed by faculty from the respective programs.

The Doctoral Degree

Please refer to the Doctoral section of the catalog (page 115).

Admission Procedures

The following procedures must be completed before enrolling for the tenth semester hour as a Student-at-Large. A maximum of nine semester hours of National College of Education credit taken as a Student-at-Large prior to formal admission may apply toward a degree or certificate of advanced study. Students in field-based degree programs must make application to the graduate school no later than two months after the first night of class. Students who fail to complete the admission process before the end of their first term will disqualify themselves from receiving financial aid for that term. Only admitted students are eligible for federal financial aid.

The following documents must be on file in the Office of Graduate Admissions prior to consideration for admission:

1. A completed application form.
2. A nonrefundable application fee (see fee schedule).
3. Official transcripts from all institutions attended.
4. Recommendations from supervisors, employers, professors, or others who have known the applicant in a professional or academic capacity.
5. A written statement of academic and professional goals.
6. An official transcript of scores from the Miller Analogies Test or the General Aptitude Section of the Graduate Record Examination taken within the prior five years. Applicants with master's degrees who are applying for a second master's degree or Certificate of Advanced Study are not required to take an admissions test. Candidates for certification in School Psychology are required to submit scores from the General Aptitude Section of the Graduate Record Examination.
7. Students whose native language is other than English must submit scores from the TOEFL test or have their English language skills assessed by the Language Institute. Please refer to the section on International Students that follows.

Completion of courses prior to formal acceptance to graduate study does not guarantee admission to graduate school. It is the student's responsibility to submit all documents necessary for a decision regarding admission to graduate study. This decision is postponed until all documents are received. The student is then notified of formal admission status. Until such notification is given, formal admission to the Foster G. McGaw Graduate School is not to be presumed. Credentials will not be returned to the applicant.

When all materials have been received, the applicant's credentials will be evaluated by a number of weighted admission criteria. Undergraduate grade point average and scores from the Miller Analogies Test are basic criteria.

Applicants must hold a baccalaureate degree from an accredited institution and show evidence in undergraduate work of the ability to pursue graduate study. This generally is interpreted to mean that the student in the junior and senior years of study has achieved a grade point average of 3.0 or better on a 4.0 scale. Applicants from nonaccredited colleges but with high individual records may be admitted with provisional status.

Other documents in support of the application are weighted according to the applicant's individual profile and the specific academic requirements of the program for which he or she is applying. Interviews prior to admission may be required at the discretion of the Director of Graduate Admissions and/or program directors.

Students who are accepted into the graduate school will receive a formal letter of admission which will contain the assignment of a faculty advisor. The student should make contact with the adviser within 30 days to develop a Student Degree Plan and maintain regular contact with the advisor throughout the completion of the program.

Applicants denied admission to graduate study may petition the Admission and Retention Council for review of their application. Petition forms may be requested from the Chair of the Admission and Retention Council. Applicants may then be recommended for provisional admission. Students whose petitions are denied may then appeal on procedural issues to the Associate Dean of the Graduate School.

International Students

The graduate school welcomes qualified students from outside the United States for enrollment in degree programs. Applicants are required to present official records of scholastic achievement and evidence of proficiency in spoken and written English as prerequisites for admission.

National-Louis University does not have a foreign credentials evaluator. Therefore students must submit their transcripts to an approved agency for verification that the student holds what is equivalent to a four-year bachelor's degree in the United States. A list of approved agencies is included with preliminary application materials. Verification of degree must be included with the application for admission.

Students whose native language is other than English must present satisfactory scores from the Test of English as a Foreign Language (TOEFL) or have their English language skills assessed by the Language Institute on the Chicago campus of National-Louis University. If the TOEFL score is below 550, the student must be assessed by the Language Institute. Students found to need additional English skills will be required to successfully complete a course of English instruction before registering for graduate classes. The TOEFL test is administered

by the Educational Testing Service. The institutional code for the graduate school is 1551.

A financial affidavit documenting available resources for tuition, living expenses, travel, and all miscellaneous expenses is required before an I-20 form can be issued. The college has limited financial assistance for international students.

Status of Admitted Students

Full-Standing

Students who meet all admission criteria without qualification are granted full-standing status. Only students in full standing are eligible for graduate degrees. Applicants to the Certificate of Advanced Study, Educational Specialist and doctoral programs will be admitted in full standing only. If the grade point average of a student admitted with full-standing status falls below 3.0, the student will be placed on academic probation. The student will be notified in writing and given the maximum of four graded courses (not P/N) or 9 semester hours, whichever comes first, taken at National-Louis University to raise the grade point average to 3.0. These courses may not be workshops, independent studies, transfer credits, or internships/practicums, except when taken by veterans receiving benefits.

Provisional Status

Students who are low in one or more admission criteria, but who evidence potential for successful graduate work, are admitted provisionally. Students who meet all admission criteria but are from unaccredited undergraduate institutions may be admitted with this status. A provisionally admitted student must maintain a 3.0 in either the first four graded courses or 9 semester hours taken after admission, whichever comes first, and written in the degree plan. These courses may not be extension courses, workshops, transfer credits, independent studies, or internships/practicums, except when taken by veterans receiving benefits. If the 3.0 is maintained, the student's status is changed to full standing. If the GPA falls below 3.0 at the end of the probationary period, the student will be dropped from the graduate school. If the student wishes to appeal this decision, appeal may be made to the Graduate Admission and Retention Council.

Students admitted provisionally may not register for courses until they have met with their academic advisor to develop a Graduate Study Plan.

Financial Assistance

Trustee Fellowships

The Foster G. McGaw Graduate School offers tuition fellowships for full and three-quarter-time study on campus. Fellowships are awarded to students who have been formally admitted to the Graduate School and are seeking assistance for a minimum of three consecutive quarters.

Full-time students enrolled in eight semester hours of course work receive a 4 semester hour tuition waiver per quarter, which carries a work requirement of 100 hours per quarter. Half-time students enrolled in six semester hours of course work receive a two-semester hour waiver per quarter, which carries a work requirement of 50 hours per quarter. Fellowships are awarded on the basis of financial eligibility, and are considered to be a taxable source of assistance.

A limited number of employment opportunities are available to enrolled graduate students who may work a maximum of fifteen hours per week. For information on the Fellowship program, call the Office of Graduate Admissions. For information on the student employment program, call the Office of the Dean.

Financial assistance for doctoral students is discussed in the doctoral section of the catalog, page 115. Additional information on graduate financial aid is discussed in the General Information section of this catalog, page 167.

Academic Policies

Graduate Admission and Retention Council

The Council recommends policies for the admission and retention of all students in the College and monitors academic standards. A student has the right to appeal to this Council for an exception to stated policy and to appeal decisions on matters pertaining to admission and retention. Students have the right to request a personal appearance before the Council. The denial of petition may be appealed on procedural issues to the Associate Dean of the Graduate School.

Members of this Council are representative of the graduate faculty, the administration, and the graduate student body.

Hours Prior to Admission

A maximum of 9 semester hours of National College of Education credit taken as a Student-at-Large prior to formal admission may apply toward an on-campus degree or certificate. Acceptance of more than 9 semester hours taken prior to admission must be obtained through petition to the Graduate Admission and Retention Council. Students taking course work beyond 9 semester hours in an Ed.S. sequence must contact the Director of the particular Ed.S. program and receive permission to do so. Students in the field-based master's degree program must make application to the graduate school no later than two months after the first night of class.

Study Plan

Students who have received formal notice of admission as graduate students are eligible for graduate degrees. After formal notice has been given, the academic policies listed below must be understood and, where procedure is prescribed, that procedure must be followed. Graduate students are required to seek counsel from their faculty advisors. Every effort is made to encourage a direct, personal relationship between faculty members and individual students in order that students obtain maximum professional growth.

1. The student, in consultation with the advisor (appointed at the time of admission), will complete a Graduate Study Plan. Students admitted with provisional status may not register for courses until they have met with their advisor.
2. The four-part Study Plan will be distributed to the student, the advisor, the Program Coordinator, and the Office of the Registrar.
3. This Study Plan must be on file in the Registrar's Office within thirty days after formal admission to graduate study has been received.
4. A change in the original Study Plan must be approved by the student's advisor on a Graduate Study Plan Change form and filed in the Registrar's Office.

Program Substitutions

Program substitutions may be made with the approval of the student's advisor when they are consistent with accreditation and degree requirements. These should be reflected on the Graduate Study Plan form and become part of the student's file.

Course Load Limitation

Students pursue graduate studies on either a full- or part-time basis. Full-time students take eight to ten semester hours of graduate study in a regular term. An exception to the maximum load must receive prior approval from the Dean of the graduate school, after recommendation of the student's advisor. Enrollment in shorter summer sessions or courses taken by variant scheduling during regular terms is limited and is comparable to the course load standards of regular academic terms.

Transfer of Credit

Upon the approval of the faculty advisor and the appropriate graduate school administrator, a maximum of six semester hours of graduate credit toward a master's degree may be transferred from another institution. A maximum of six semester hours of post-master's degree course work may be transferred into the Educational Specialist degree. A maximum of one-third of post-master's course work may be transferred into the required semester hours of the Certificate of Advanced Study. This must be graduate work for which a degree was not awarded. Transferred credits are included in the number of maximum credits allowed for off-campus work. Transfer credit must be bona fide graduate credit that would have fulfilled graduate degree requirements in the institution at which it was offered and courses must have been taken within the time limits of the degree program. Such institutions are those approved by one of the regional accreditation associations or approved by some of the agencies recognized by the Council on Postsecondary Education. Courses with a grade below B cannot be used for transfer credit. Approval for transfer credit beyond the number allowed must be obtained through a petition to the Graduate Admission and Retention Council.

Core Course Waiver

The student who has taken graduate work or upper level undergraduate work at other institutions may have taken courses equivalent to the required core courses of National College of Education. Students must petition the Admission and Retention Council for a waiver of a specific core course. The petition is considered upon presentation of an official transcript and a course or catalog description. If the course cannot be transferred, the student must substitute an approved on-campus course in the program to replace the waived course. If the

petition is approved by the Admission and Retention Council, the core course waiver request is completed by the advisor on a Study Plan Change form.

Course by Arrangement/Independent Study

With the approval of their advisor, appropriate department chair and the Dean's office, an admitted student may take a course by arrangement or an independent study. Only a full-time faculty member may work with a student on a course by arrangement or an independent study. Students are responsible for obtaining all of the appropriate signatures and file the correct paper work with the Registrar's office before beginning the course. Students seeking an independent study or a course by arrangement should speak with their advisor.

Teacher Education Programs

The following constitutes a basis for denial of admission to student teaching or removal from a teacher education program: conduct unbecoming a professional educator, conviction on a felony charge or any other behavior that interferes with professionalism.

Time Limitation for Fulfilling Degree Requirements

M.A.T., M.Ed., M.S.Ed., C.A.S., and Ed.S. candidates must fulfill degree requirements within a six-year period. The time period is calculated from the date of the first course that is to count toward the degree, including transfer credit. Requests for an extension of time must be obtained through a petition to the Graduate Admission and Retention Council.

Residency Requirements

• M.S.Ed. Candidates

Students may meet the residency requirement in any one of the following ways: (1) one term of full-time study (eight semester hours) on campus, (2) ten semester hours taken on campus in two consecutive terms, (3) ten semester hours taken on campus in two consecutive summers.

• Ed.S. Candidates

Students are required to take 15 semester hours in no more than five consecutive academic quarters. Each program will determine meaningful ways to involve students with faculty to ensure that the spirit of the traditional residency requirement is maintained.

Application of Course Work Toward Degree Programs

Courses are available on five Chicago area campuses and selected locations. Acquired credits may be applied to degree programs as follows:

• Off-Campus Course Work in the Master's Degree and Certificate of Advanced Study

In any on-campus master's or C.A.S. program a limited number of semester hours of outreach credit may be applied. The National College of Education *Quarterly* delineates courses as outreach or on-campus.

• Off-Campus Course Work in the Educational Specialist Degree

Six semester hours of outreach credit may be applied to the Ed.S. degree if approved by the student's advisor. If a student transfers six semester hours of graduate credit from another accredited institution, then no outreach credit is allowed. The National College of Education *Quarterly* delineates courses as outreach or on-campus.

• Special Workshops

The Foster G. McGaw Graduate School provides an in-service program designed for teaching and administrative personnel in the field. These workshops are offered either on campus or in cooperation with school districts and similar educational constituencies. A maximum of six hours will be allowed in fulfilling degree requirements. All policies and procedures, including quality control measures established by the Graduate School and the graduate faculty, will be followed. Workshop credit will not be accepted for certification.

Educational Specialist Degree

• Enrollment Requirements

Students are expected to register every quarter until the completion of their degrees. Students who are not registered three consecutive quarters will be notified by the Director of the Ed.S. program that they have been dropped. Students desiring to be reinstated must submit to the Graduate Admission and Retention Council a petition stating the reason for the inactivity.

• Leave of Absence

Students may request a leave of absence for one calendar year. Students must petition the Graduate Admission and Retention Council for approval indicating why a leave is necessary; the petition must have the approval of the Director of the Ed.S. program.

Withdrawal from Program

To withdraw from a graduate field program, a student must present written notice to the NCE Dean's office. The Dean's office will notify the registrar to remove the file from active status. (See page 171 for withdrawal procedures.)

The graduate faculty reserves the right to request the withdrawal of a student at any time during the course of studies if the student does not meet the required standards of scholarship.

Policies pertaining to Doctoral programs may be found on page 115 of the graduate catalog.

Professional Development Facilities

The specialized facilities of the Foster G. McGaw Graduate School reflect its mission to provide a bridge between theory and practice in education.

Baker Demonstration School

This private laboratory school, established in 1918, has an enrollment of 325 students in nursery through grade 8 on the Evanston campus. The school boasts a child-centered philosophy and models developmental teaching in a variety of styles and classroom management techniques. The school's teachers are also university faculty members and participate extensively in undergraduate and graduate teacher preparation. The school's purpose includes demonstrating exemplary teaching to interested observers and maintaining a partnership with university faculty members to continually strive toward educational excellence. The school's facilities include the Robert R. McCormick Library, which possesses a wide range of children's print and nonprint materials, a computer laboratory, art and music rooms, a science laboratory, and drama and athletic complexes, which the school shares with the University.

Evanston Center for Learning

The Center for Learning currently functions as both a training facility for graduate students in School Psychology and Special Education and as a community resource. Under the professional supervision of National-Louis University faculty and staff, student clinicians provide to children, adolescents, parents, and adults assessment and/or intervention services designed to focus on their needs and concerns. A major goal of the Center is to link theory and research to practice in the field.

Wheaton Center for Learning

This Center provides services to students, preschool through adulthood, challenged with learning disabilities and/or behavior disorders. Educational and diagnostic assessment and intervention services are provided by certified special education teachers. A major goal of this Center is also to link theory to practice. Students are welcome to observe at the Center as part of their clinical experiences required for certain courses. The Center is located on the Wheaton campus.

Reading Center

This Center is located in House 1 on the Evanston campus. It provides a setting for supervised practicum experiences in reading instruction for both graduate and undergraduate students. Student and staff tutors provide one-on-one tutoring and diagnosis for children with reading problems. Curriculum materials are available for inspection in the Center, and literature discussion and writing groups meet on a regular basis.

National College of Education Teacher Leadership Center (NCE-TLC)

The Department of Elementary Education is the "Home" of the Teacher Leadership Center (TLC) which is located on the Wheaton campus. The TLC is an academic enterprise committed to the teaching/learning process at all levels of the educational spectrum. The center is consistent with the mission of National-Louis University to develop highly competent individuals and humane professionals for leadership and service through quality undergraduate and graduate programs. It follows the beliefs of National College of Education that preeminence is achieved through a balance between scholarly inquiry and knowledge of current practices.

Although physically located at the Wheaton campus, the spirit of the TLC resides at all locations in which NCE-NLU has a presence — campuses, centers, cluster groups, alumni classrooms and the broader educational community.

The Professional Assistant Center for Education (PACE)

The Professional Assistant Center for Education is a special noncredit, nondegree, two-year, postsecondary program for young adults with multiple learning disabilities. The program is unique in that it is designed to prepare these adults to work as preschool teacher aides or as aides in human service programs. The program focuses on training that encompasses the cognitive aspect of the intellect.

There are three components to the curriculum. The first is the professional training necessary to work as an aide. The second focus is on independent living skills and the third is on the development of age appropriate social skills.

Students are welcome to observe at PACE as part of their clinical experiences required for certain courses.

Academic Programs

Computer Education
(see Technology in Education)

Curriculum and Instruction Program

The graduate program in Curriculum and Instruction is designed to prepare teachers and school personnel, K-12, to design, implement and evaluate the processes of curriculum and instruction. The Personalized Option allows students to design their own sequence of 15 semester hours from courses throughout the College or they may develop a concentration in one area. Graduates of the program will be prepared to use their skills in classroom settings, on district curriculum committees, and as resource persons within the schools. Through course work, practicum experiences, and interactions with peers and faculty, students will gain expertise in many facets of curriculum and instruction.

Students in the Curriculum and Instruction program may select the Master of Education, the Master of Science in Education, or the Certificate of Advanced Study.

| | Semester Hours | | |
|--|----------------|---------|--------|
| | M.Ed. | M.S.Ed. | C.A.S. |
| Core Course Requirements (see pages 84 and 85.) | 10 | 14 | 3 |
| Program Requirements | 9 | 9 | 9 |
| CIC503 Curriculum Design and Evaluation | | | 3 |
| CIC504 Instructional Decision Making | | | 3 |
| CIC592 Seminar: Educational Inquiries | | | 3 |
| Electives (to be selected with advisor) | 15 | 13 | 18 |
| Total Minimum Hours | 34 | 36 | 30 |

The electives may be taken from a variety of departments in accordance with the student's personal and professional goals and objectives (Personalized Option), or the student may sequence courses in one of the following content areas to develop a concentration:

| | |
|------------------------------|------------------|
| Bilingual Education | Gifted Education |
| English As A Second Language | School Nurse |
| Bilingual Special Education | Social Studies |

The concentrations in Language Minority Education and in School Nurse certification may be taken within the Curriculum and Instruction as part of the elective group. 15 hours of course work taken within the Middle School program (see page 106) may be combined with the requirements for the Master of Education in Curriculum and Instruction to complete a degree.

Concentrations:
Language Minority Education

The English as a Second Language (ESL) and Bilingual Education (BIL) sequence of courses serves two purposes: as the concentration to the M.Ed., M.S.Ed. or C.A.S. and as the Illinois State Board of Education 18 semester-hour endorsement requirement. The State endorsements for ESL and BE are met with the following sequence of courses and stipulations:

English As A Second Language Core

| | | |
|--------|--|---|
| CIL500 | Foundations in Language Minority Education | 3 |
| CIL505 | Methods and Materials for Teachers of English to Speakers of Other Languages (TESOL) | 3 |
| CIL510 | Assessment of Language Minority Students | 3 |
| CIL531 | Cross Cultural Education | 3 |
| CIL501 | Introduction to Linguistics for TESOL (Teachers of English to Speakers of Other Languages) or | 3 |
| RLR512 | Bilingualism and Reading: Linguistic Considerations | 3 |

Bilingual Education Core

| | | |
|--------|---|---|
| CIL500 | Foundations in Language Minority Education | 3 |
| CIL505 | Methods and Materials for Teachers of English to Speakers of Other Languages (TESOL) (Prerequisite: CIL500) | 3 |
| CIL506 | Methods and Materials for Teaching Bilingual Students (Prerequisites: CIL500 and CIL505) | 3 |
| CIL510 | Assessment of Language Minority Students (Prerequisite: CIL500) | 3 |
| CIL531 | Cross Cultural Education | 3 |

* ESL/BIL Electives (Choose one):

| | | |
|--------|--|-----|
| CIC583 | Peer Coaching for Teachers of Language Minority Students | 2-4 |
| CIC585 | Cooperative Learning for Linguistically and Culturally Diverse Students | 3 |
| CIL522 | Program Models for Limited English Proficient Students | 3 |
| CIL532 | Technology Applications for Linguistically and Culturally Diverse Students | 3 |
| CIS591 | Field Study/Social Science/Mexico | 2 |
| RLR512 | Bilingualism and Reading | 3 |
| SPE570 | Assessment and Intervention for Language Minority Students with Disabilities | 3 |

For a double endorsement, ESL and BIL (Bilingual Education) students will need to take CIL500, CIL531, CIL510, CIL505, CIL506, CIL501 and RLR512.

The state endorsements for ESL and Bilingual Education also require a valid Illinois teaching certificate as well as 100 clock hours of clinical experience or three months' teaching experience with limited English proficient (LEP) students if one intends to teach in Kindergarten-grade 12.

NCE oversees the 100 clock hour process. As an option, 20 clinical/clock hours may be earned in each language minority course.

Bilingual Special Education

The Departments of Curriculum and Instruction and Special Education are offering teachers and school service personnel the following course sequences to meet academic and professional standards and Illinois State Board of Education (ISBE) requirements for Bilingual Special Education endorsement.

Eligible students fall into three broad categories by previous preparation and credentials:

A. Bilingual/ESL Education Teacher

For Bilingual Special Education endorsement, you must possess (1) a Type 03 or 09 AND (2) Bilingual or ESL approval/endorsement AND (3) successful completion of the three graduate courses listed below:

1. One characteristics course in the Special Education area requested (for example: SPE520 or SPE530).
2. One methods course in the Special Education area requested (for example: SPE521 or SPE531).
3. SPE570 Assessment and Intervention for Language Minority Students with Disabilities.

If you hold a Transitional Bilingual Certificate in the Non-English language of instruction with two years of successful teaching experience, you will also need to have:

- CIL500 Foundations in Language Minority Education
- SPE500 Introduction to Exceptional Children and Adolescents
- SPE570 Assessment and Intervention for Language Minority Students with Disabilities

One methods class in the Special Education area requested

One characteristics course in the Special Education area requested

B. Bilingual School Service Personnel

For School Service Personnel seeking Bilingual Special Education approval/endorsement, the requirements are:

1. A School Service Personnel Certificate endorsed for Guidance, School Social Work, or School Psychology, AND
2. Successful completion of a Language Examination in the Non-English Language AND

3. SPE570 Assessment and Intervention for Language Minority Students with Disabilities

C. Special Education Teacher (see Special Education page 110 and 113).

School Nurse Certification

The School Nurse certification sequence is approved by the State Board of Education to prepare Registered Nurses for the School Service Personnel Certificate Type 73, with school nurse endorsement.

The Certificate requirements are as follows:

- A bachelor's degree
- An Illinois license as a Registered Professional Nurse

| Program Requirements | | SH |
|----------------------|---|----|
| CIN508 | Community Health: Nursing Practice Theory and Contemporary Problems | 3 |
| CIN560 | Issues in School Nursing (formerly CIN593 School Nurse Seminar) | 2 |
| CIN590 | School Nurse Internship | 4 |
| EPS500 | Contemporary Survey of Child Development | 2 |
| EPS510 | Theories of Teaching and Learning | 2 |
| FND504 | History and Philosophy of Education | 2 |
| SPE500 | Introduction to Exceptional Children and Adolescents | 2 |

A ten-week, four-semester hour internship in school nursing supervised by a certificated, experienced school nurse is also required; a two-semester hour issues-related course in school nursing is taken with the internship.

Courses taken in the school nurse certification sequence can be used as electives in the Curriculum and Instruction program.

* Meets requirements of the Illinois State Board of Education for "Introduction to Public Health Nursing" and/or "Introduction to Community Health Problems."

Early Childhood Education

National College of Education offers interdisciplinary programs in Early Childhood Education designed to prepare students for a variety of roles working with children and their families. Several different degree program options are available to meet the needs of students with diverse educational backgrounds, interests, and career aspirations. Students may select between two strands, Early Childhood Teacher Education or Early Childhood Leadership.

The primary mission of the Early Childhood Department is to provide educational experiences that prepare individuals to become early childhood professionals who support and improve the quality of programs and services for young children, their families, and the community in which they live. The

department is also committed to advancing the research and knowledge base of the early childhood field, improving the professional status of early childhood practitioners, increasing the public's awareness of important early childhood issues, and promoting exemplary early childhood practices.

Early Childhood Teacher Education (M.A.T., M. Ed., M.S.Ed., C.A.S.)

The Early Childhood Teacher Education programs provide comprehensive courses of study in core child development knowledge, classroom practices, and foundational philosophies of teaching and learning for typical and atypical children from birth to age eight. Students may select between two program options: Early Childhood Teacher Certification (M.A.T. or C.A.S.) or Curriculum and Instruction Specialist (M.Ed., M.S. Ed.) The Master of Arts in Teaching (M.A.T.) and Certificate of Advanced Study (C.A.S.) graduate programs lead to State of Illinois Type 04 initial certification. Students who choose the Curriculum and Instruction Specialist programs (M.Ed., M.S.Ed.) typically seek a graduate program that will enhance competence and deepen their understanding of the practice of early childhood education, within an already existing teaching career.

The goal of the Early Childhood Teacher Education programs is to provide future and current early childhood teachers and caregivers with a learning environment that promotes the development of exemplary early childhood classroom practices. Through reflective practice and study of current research perspectives on teaching and learning, students grow in understanding of child development, curriculum development and implementation, family and community relationships, modification of practice for atypical children, social and cultural diversity, assessment, evaluation, professionalism, and ethics.

The Master of Arts in Teaching (M.A.T.) is designed for students who have a baccalaureate degree and seek certification. The Certificate of Advanced Study (C.A.S.) is designed for students who hold a master's degree and seek certification. The Master of Education (M.Ed.) and Master of Science in Education (M.S.Ed.) are designed for students who have a baccalaureate degree and do not seek certification.

Early Childhood Certification (M.A.T./C.A.S.)

The Master of Arts in Teaching (M.A.T.) leads to early childhood certification by entitlement. This entitlement program is an approved program of the State of Illinois Board of Education for students seeking an Early Childhood Type 04 Certificate. The M.A.T. degree provides students with a comprehensive background for working with younger children, birth through eight years of age, in a variety of settings.

Students seeking their first certification enroll in the Master of Arts in Teaching (M.A.T.) degree program. Enrollees in this program must complete 100 hours of pre-clinical experiences in pre-primary and primary settings. These hours will be distributed among professional courses. A pre-clinical contract for the student will be written with an early childhood academic advisor, in conjunction with the graduate study plan.

The Certificate of Advanced Study (C.A.S.) may be selected by the professional who has a master's degree and who wishes

to obtain an Early Childhood Type 04 Certificate. The 100 pre-clinical hours for this program will be distributed among the professional courses. A pre-clinical contract will be developed in conjunction with the graduate study plan.

Early Childhood Curriculum and Instruction Specialist (M. Ed., M.S.Ed.)

The Master of Education and Master in Science in Education are advanced noncertification programs designed for those students who hold state certification and want to expand their skills and knowledge. This option is also designed for early childhood professionals who wish to increase their level of understanding of the practice of early childhood education within an existing career. Electives allow students to select course from other departments and to build competencies in working with children with special needs or in other areas of specialization.

Early Childhood Certification (M.A.T.)

| | | Semester Hours |
|---------------------------------|--|----------------|
| Core Course Requirements | | 12 |
| EPS500* | Contemporary Survey of Child Development | 3 |
| EPS510 | Theories of Teaching and Learning | 2 |
| ESR506 | Graduate Research: Interpretive/Critical | 2 |
| ESR507 | Graduate Research: Empirical/Quantitative | 2 |
| FND503* | Historical and Philosophical Foundations of Early Childhood Education | 3 |
| Program Requirements | | 28 |
| ECE502* | Early Childhood Preclinical Experiences | 1 |
| ECE510* | Child, Family and Community | 3 |
| ECE530* | Children's Play | 2 |
| ECE501* | Instructional Methods: Primary Language Arts, Social Studies | 2 |
| SPE500* | Introduction to Exceptional Students and Adolescents | 3 |
| SPE510* | Speech and Language Development in Early Childhood Special Education | 2 |
| ECE505* | Instructional Methods: Pre-primary Language Arts, Art, Music, and Movement | 2 |
| ECE506* | Instructional Methods: Pre-primary Mathematics, Science, Social Studies | 2 |
| MHE482* | Methods for Teaching Primary Grade Mathematics and Science | 2 |
| RLR501* | Methods and Materials for Teaching Beginning Reading | 2 |
| ECE593* | Seminar: Early Childhood Education | 2 |
| ECE590* | Internship: Early Childhood Education | 2-5 |
| Total Minimum Hours | | 40 |

*Professional courses needed for Type 04 certificate. Individuals must also meet general education requirements.

State of Illinois
Early Childhood Special Education Approval

Students wishing to complete the Early Childhood Special Education approval, in conjunction with a Type 04 certificate, students must also take:

| | |
|--------|--|
| ECE512 | Early Childhood Curriculum |
| EPS536 | Diagnostic Evaluation of the Preschool Child |

Early Childhood Certification (C.A.S.)

| | Semester Hours |
|--|----------------|
| Core Course Requirements | 3 |
| FND 546 Perspectives on Administration of Educational Policies | 3 |
| Program Requirements | 34 |
| EPS500* Contemporary Survey of Child Development | 3 |
| ECE501* Instructional Methods: Primary Language Arts, Soc St | 2 |
| ECE502* Early Childhood Preclinical Experiences | 1 |
| ECE505* Instructional Methods: Pre-primary Language Arts, Art, Music, and Movement | 2 |
| ECE506* Instructional Methods: Pre-primary Mathematics, Science, Social Studies | 2 |
| ECE510* Child, Family and Community | 3 |
| ECE530* Children's Play | 2 |
| FND503* Historical and Philosophical Foundations of Early Childhood Education | 3 |
| MHE482* Methods for Teaching Primary Grade Mathematics and Science | 2 |
| RLR501* Methods and Materials for Teaching Beginning Reading | 2 |
| SPE500* Introduction to Exceptional Students and Adolescents | 3 |
| SPE510* Speech and Language Development in Early Childhood Special Education | 2 |
| ECE593* Seminar: Early Childhood Education | 2 |
| ECE590* Internship: Early Childhood Education | 2-5 |
| Total Minimum Hours | 37 |

*Professional courses needed for Type 04 certificate. Individuals must also meet general education requirements.

Early Childhood Curriculum and Instruction
Specialist (M.Ed., M.S.Ed.)

| | | Semester Hours | |
|---|--|----------------|---------|
| | | M.Ed. | M.S.Ed. |
| Core Course Requirements | | 11 | 16 |
| M.Ed. Core Courses | | | |
| EPS510 Theories in Teaching and Learning | | | 2 |
| ESR506 Graduate Research: Interpretive/Critical | | | 2 |
| ESR507 Graduate Research: Empirical/Quantitative | | | 2 |
| FND503 Historical and Philosophical Foundations of Early Childhood Education | | | 3 |
| FND505 Perspectives on Contemporary Issues in Education | | | 2 |
| M.S.Ed. Core Courses | | | |
| ESR506 Graduate Research: Interpretive/Critical | | | 2 |
| ESR507 Graduate Research: Empirical/Quantitative | | | 2 |
| ESR503 Research Design Analysis | | | 2 |
| FND503 Historical and Philosophical Foundations of Early Childhood Education | | | 3 |
| FND505 Perspectives on Contemporary Issues in Education | | | 2 |
| ECE599 Thesis | | | 2 |
| Program Requirements | | 14 | 14 |
| ECE510 Child, Family and Community | | | 3 |
| ECE 512 Early Childhood Curriculum | | | 2 |
| ECE 513 Organization and Administration of Early Childhood Programs | | | 2 |
| ECE530 Children's Play | | | 2 |
| ECE593 Seminar: Early Childhood Education | | | 3 |
| EPS500 Contemporary Survey of Child Development | | | 3 |
| Four semester hours from the following | | 4 | 4 |
| ECE500 Early Childhood Instructional Methods: Kindergarten | | | 2 |
| ECE501 Instructional Methods: Primary Language Arts, Social Studies | | | 2 |
| ECE505 Instructional Methods: Pre-primary Language Arts, Art, Music, and Movement | | | 2 |
| ECE506 Instructional Methods: Pre-primary Mathematics, Science, Social Studies | | | 2 |
| MHE482 Methods for Teaching Primary Grade Mathematics and Science | | | 2 |
| Electives | | 5 | 1 |
| (Electives will be chosen by the student with approval of the student's advisor.) | | | |
| Total Minimum Hours | | 34 | 35 |

Early Childhood Education Student Teaching Policies

Admission to and continuance in student teaching are contingent on the following:

1. Students must be accepted into the graduate School of Education
2. Students must file, by the designated deadlines, a formal application for student teaching, using the forms provided.
3. Students must submit to their advisor a report of a TB test taken within 90 days of the student teaching placement.
4. Students must turn in a signed log of all the pre-clinical hours specified in their pre-clinical contract.
5. Students must complete all of their certification courses accept for ECE590 (Internship) and ECE593 (ECE Seminar).
6. Students must pass the State of Illinois Certification Basic Skills Exam.
7. All methods courses must be passed with a grade no lower than a B.
8. College work in residence at National-Louis University must precede enrollment in student teaching.
9. Students must give evidence of emotional stability, adequate personality adjustment and competency as indicated by their pre-clinical journal and certification course work.

Early Childhood Leadership
(M.Ed. and C.A.S.)

Two graduate leadership degree programs are available in the Early Childhood Department: Early Childhood Leadership and Advocacy (M.Ed.) and Early Childhood Administration (M.Ed. and C.A.S.). The programs are designed specifically for adults who are employed full-time while pursuing graduate studies.

Early Childhood Leadership and Advocacy (M.Ed.)

The Early Childhood Leadership and Advocacy program provides a comprehensive study of theoretical and practical issues involved in establishing, administering, and improving programs that serve children and families. The program is field-based, with classes meeting once a week for seminar-like instruction. During 77 four-hour sessions covering 90 weeks, an intact student-group examines topics that affect ECE such as patterns of leadership behavior, the dynamics of group interactions, strategies for staff management, fiscal policy, regulations, social policy, professional ethics, resources that support diverse family units, and assessment. Also, a work-related topic of interest is researched. This degree does not lead to certification, but 4 of its 11 courses satisfy teacher certification requirements.

An integral goal is for individuals--preschool or primary grade teachers (regular, resource, and special education), child care center directors, Head Start coordinators, dietitians, pediatric

nurses, social service workers, family counselors, early childhood professional organization/agency staff, and service providers allied with young children and families--to build leadership competencies in the work environment, integrating theory with on-the-job practice. Relevant work environments include preschools, kindergartens, primary grade classrooms, child care centers, allied health settings, and family service agencies, which serve as laboratories for professional growth and inquiry that are based on the coursework and instructional activities.

Early Childhood Administration (M.Ed. and C.A.S.)

The Early Childhood Administration program provides a comprehensive study of the management and leadership skills needed to effectively administer an early childhood program. The target audience is current directors and assistant directors of center-based early childhood programs in Illinois. However, the content of individual courses and workshops may interest others in the field who hold related supervisory or managerial positions such as preschool owners, Head Start component coordinators, state-funded prekindergarten coordinators, and consultants who work with early childhood programs. This degree does not lead to certification.

The curriculum rests on the assumption that effective administrators are also effective educators. Directors need a solid knowledge base in the areas of child development, curriculum, guidance, family systems, assessment, social and cultural diversity, and professional ethics. The program provides both a review and a higher level understanding of many of these core concepts. The management courses cover key competency areas of program administration including: legal and fiscal issues; staff supervision and human relations; program operations and facilities management; marketing and public relations; program evaluation; leadership and advocacy; and technology.

The program is highly flexible. Students have a choice of several electives from which to select and may complete the degree requirements on a full-time or part-time basis. Students residing outside the Chicago metropolitan area can take courses that combine a weekend intensive with an on-line delivery format. As part of the degree sequence, all students attend a six-day summer residential institute and two weekend retreats. Through electronic networking, they are connected to instructors, experts in the field, and other directors from around the state.

Leadership and Advocacy (M.Ed.)

| | Semester Hours |
|--|----------------|
| Term I | |
| FND503 Historical and Philosophical Foundations of Early Childhood Education | 3 |
| EPS500 Contemporary Survey of Child Development | 3 |
| EPS526 Organizational Theory, Group Dynamics and Leadership Applications | 3 |
| ECE525 Strategies for Supervision and Staff Development | 3 |

| Term II | | | Workshops | | |
|---|--|-------|--|--|------|
| ECE513 | Organization and Administration of Early Childhood Programs | 3 | ECE582E | Implementing a Family Responsive Program (2-3sh) | |
| ESR512 | Educational Research I: Design | 3 | ECE582D | The Administration of School-Age Child Care Programs (2sh) | |
| ECE510 | Child, Family, and Community | 3 | ECE582C | Early Childhood Program Evaluation (2sh) | |
| ECE512 | Early Childhood Curriculum | 3 | ECE585R | The Reggio Emilia Approach (2sh) | |
| Term III | | | ECE584A | Multicultural and Anti-Bias Education (1sh) | |
| ECE524 | Fundamentals of Public Relations and Grantsmanship | 3 | ECE582F | The New Director (2-3sh) | |
| ESR513 | Educational Research II: Application | 2 | ECE582G | Writing and Editing for Effective Communication (1sh) | |
| ECE514 | Social Policies and Advocacy in Early Childhood Education | 3 | Electives 6SH | | |
| | | | Total 34SH | | |
| Early Childhood Administration (M.Ed.) | | | | | |
| Core Requirements | | 12 SH | Early Childhood Administration (C.A.S.) | | |
| | | | Core Requirements | | 3 SH |
| ESR506 | Graduate Research: Interpretive/Critical | 2 | FND546 | Perspectives on and Administration of Educational Policies | 3 |
| ESR507 | Graduate Research: Empirical/Quantitative | 2 | Program Requirements 16 SH | | |
| FND505 | Perspectives on Contemporary Issues in Education | 2 | ECE510 | Child, Family, and Community | 3 |
| FND503 | Historical & Philosophical Foundations of Early Childhood Education | 3 | ECE512 | Early Childhood Curriculum | 2 |
| EPS500 | Contemporary Survey of Child Development | 3 | ECE525 | Strategies for Supervision and Staff Development | 3 |
| Program Requirements | | 16 SH | EPS526 | Organizational Theory, Group Dynamics, & Leadership Applications | 3 |
| ECE510 | Child, Family, and Community | 3 | ECE515 | Financial and Legal Aspects of Child Care Management | 3 |
| ECE512 | Early Childhood Curriculum | 2 | ECE593 | Seminar/Early Childhood Education | 2 |
| ECE525 | Strategies for Supervision and Staff Development | 3 | 11 sh of electives in consultation with advisor: | | |
| EPS526 | Organizational Theory, Group Dynamics, & Leadership Applications | 3 | Courses | | |
| ECE515 | Financial and Legal Aspects of Child Care Management | 3 | ECE534 | Technology in Child Care Administration (2sh) | |
| ECE593 | Seminar/Early Childhood Education | 2 | ECE536 | The Director as Child Care Advocate (1-2sh) | |
| 6 SH of electives in consultation with advisor: | | | ECE538 | Individual and Organization Perspectives on Adult Development (2sh) | |
| Courses | | | ECE540 | Grantswriting and Fundraising for Early Childhood Programs (1-2sh) | |
| ECE534 | Technology in Child Care Administration (2sh) | | ECE542 | Public Relations and Marketing of Early Childhood Programs (1-2sh) | |
| ECE536 | The Director as Child Care Advocate (1-2sh) | | ECE544 | Early Childhood Environments: Design & Facilities Management (1-2sh) | |
| ECE538 | Individual and Organization Perspectives on Adult Development (2sh) | | ECE594 | Independent Study (1-3sh) | |
| ECE540 | Grantswriting and Fundraising for Early Childhood Programs (1-2sh) | | | | |
| ECE542 | Public Relations and Marketing of Early Childhood Programs (1-2sh) | | | | |
| ECE544 | Early Childhood Environments: Design & Facilities Management (1-2sh) | | | | |
| ECE594 | Independent Study (1-3sh) | | | | |

| | | |
|-----------|--|------|
| Workshops | | |
| ECE582E | Implementing a Family Responsive Program (2-3sh) | |
| ECE582D | The Administration of School-Age Child Care Programs (2sh) | |
| ECE582C | Early Childhood Program Evaluation (2sh) | |
| ECE585R | The Reggio Emilia Approach (2sh) | |
| ECE584A | Multicultural and Anti-Bias Education (1sh) | |
| ECE582F | The New Director (2-3sh) | |
| ECE582G | Writing and Editing for Effective Communication (1sh) | |
| Electives | | 11SH |
| Total | | 30SH |

Educational Leadership Administration and Supervision Program (M.Ed. and C.A.S.)

The program in administration and supervision is designed to prepare fully certified and experienced teachers for educational administration and supervision. This sequence of courses qualifies the student for the State of Illinois general administrative general supervisory certifications (Type 75). Students electing the administration and supervision program must be admitted to the Master of Education degree or Certificate of Advanced Study program. The Master of Education degree in Administration and Supervision requires a minimum of 40 semester hours. The Certificate of Advanced Study program requires a minimum of 33 semester hours. Additional hours may be required for students with deficiencies or upon recommendation of the student's advisor. Those students concentrating in special education who take courses to qualify for the Director of Special Education Certificate must obtain the general administrative certification. The program should be cooperatively arranged by the student's special education advisor and the advisor in the Educational Leadership department.

| | | |
|---|--|--------|
| Core Course Requirements (see pages 84 and 85.) | Semester Hours | |
| | M.Ed. | C.A.S. |
| | 10 | 3 |
| Program Requirements | | 30 |
| EDL501 | Educational Finance | 3 |
| EDL502 | Educational Law and Governance | 3 |
| EDL504 | School-Community Relations | 3 |
| EDL506 | Collective Negotiations and Personnel Administration | 3 |
| EDL510 | Administration and Organizational Development of Schools | 3 |
| EDL512 | Communication Skills for School Leaders | 3 |
| EDL551 | System and Staff Development | 3 |
| EDL552 | Administration of Curriculum | 3 |
| EDL553 | Supervising Instruction | 3 |
| EDL554 | System and Staff Evaluation | 3 |
| Total Minimum Hours | | 40 |
| | | 33 |

State of Illinois Certification Requirements

The general administrative certification is required for the position of assistant principal or principal, assistant or associate superintendent, and related or similar positions. General supervisory certification is required of curriculum directors, department chairpersons, supervisors, and those holding related or similar positions. Although the sequences were developed in consultation with the Illinois State Board of Education and in reference to certification requirements, prospective students are encouraged to discuss programs leading to certification with a member of the graduate faculty. In order for National College of Education to approve a program for certification, a minimum of six courses within one of the certification programs must be taken on a resident campus.

| | | |
|------------------------------------|--|--------|
| General Administrative Endorsement | | |
| Instructional Leadership | | 12 SH |
| EDL551 | System and Staff Development | 3 |
| EDL552 | Administration of Curriculum | 3 |
| EDL553 | Supervising Instruction | 3 |
| EDL554 | System and Staff Evaluation | 3 |
| Management of Public Schools | | 12 SH |
| EDL501 | Educational Finance | 3 |
| EDL502 | Educational Law and Governance | 3 |
| EDL506 | Collective Negotiations and Personnel Administration | 3 |
| EDL512 | Communication Skills for School Leaders | 3 |
| Schools and Public Policy | | 4-6 SH |
| EDL504 | School-Community Relations | 3 |
| EDL510 | Administration and Organizational Development of Schools | 3 |
| Clinical Experience | | |
| General Supervisory Endorsement | | |
| Curriculum | | 3 SH |
| EDL552 | Administration of Curriculum | 3 |
| Educational Research | | 6 SH |
| EDL510 | Administration and Organizational Development of Schools | 3 |
| EDL553 | Supervising Instruction | 3 |
| Supervision and Staff Development | | 9 SH |
| EDL512 | Communication Skills for School Leaders | 3 |
| EDL551 | System and Staff Development | 3 |
| EDL554 | System and Staff Evaluation | 3 |

| | | |
|--------|--|-------|
| 100 | Schools and Public Policy | 12 SH |
| EDL501 | Educational Finance | 3 |
| EDL502 | Educational Law and Governance | 3 |
| EDL504 | School-Community Relations | 3 |
| EDL506 | Collective Negotiations and Personnel Administration | 3 |

Educational Specialist Degree with Superintendent Endorsement

The Educational Specialist Degree in Administration and Supervision is designed to prepare individuals to serve in executive school leadership roles in the areas of administration, supervision, and curriculum. Tomorrow's school leaders must blend the art, science, and craft dimensions of administration to be truly successful instructional leaders. By combining course work and internship experiences, the program integrates theory, research, and practice into a cohesive course of study for educational leaders.

Entrance Requirements

Requirements for admission into the Educational Specialist degree program with Superintendent Endorsement are:

1. Possession of a Type 75 Certificate with a General Supervisory or General Administrative Endorsement. (A copy of this certificate must be submitted.)
2. Two years of successful school supervisory or administrative experience, as documented in a statement from someone under contract as an administrator in the applicant's school district.
3. Graduate Record Examination scores taken within the prior five years. (General Aptitude Section)
4. Four letters of recommendation from individuals who confirm the candidate's potential as a central office administrator.
5. Official undergraduate and graduate transcripts.

| Program Requirements | | 33 SH |
|----------------------|---|-------|
| EDL601 | School Financial Management | 3 |
| EDL602 | Leadership and Management Strategies | 3 |
| EDL603 | Educational Planning and Decision-Making | 3 |
| EDL604 | Administrative Issues for Pluralistic Schools | 3 |
| EDL690 | Educational Leadership Internship | 8 |
| EDL693 | Educational Leadership Seminar | 4 |
| ILD602 | School Policy and Politics | 3 |
| ILD604 | Curriculum Evaluation | 3 |
| ILD605 | Instructional Implications of Staff Development | 3 |

Internship

The Educational Leadership Specialist internship is designed for selected individuals whose education and experience allow them to develop professionally through the application of theory and research to administrative practice. Interns are placed in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effectiveness in district level administrative positions.

The intern's responsibilities are defined by the cooperating district, the intern, and the department advisor. Participative and collaborative processes guide the intern's interactions within the entire school community. The intern experience is concerned with planning, policy development, decision-making and resource allocation, program evaluation and improvements, community relations, staff relations, and board relations including the politics of governance and operations.

The internship is an ongoing activity taken during/upon completion of all course requirements for the Educational Leadership Specialist Degree. The internship is offered under three different options giving the intern an opportunity to select the option that best fits the intern's personal and professional needs. A minimum of 800 clock hours of service in the cooperating district is required under each option. The options are:

- A. A full-time internship for one academic year with a stipend paid by the cooperating district. This is the preferred option of the Educational Leadership Department.
- B. A part-time internship for one year with one half of the intern's time reserved for personal and professional commitments and the other half reserved for service in the cooperating district, which provides a partial stipend.
- C. An extended internship spanning two academic years. This option obligates the intern to work at times that minimize conflicts with personal and professional commitments but allow completion of special administrative projects assigned by the cooperating district.

Time Limit and Retention Policies

The Educational Specialist degree must be completed within a six-year time limit. Students receiving two C's or lower in any of the program courses are dropped from the program. The student's advisor is responsible for monitoring academic progress.

Exit Requirements

1. Satisfactory completion of course work necessary to meet the Educational Leadership Department's requirements for the Type 75 General Administrative and General Supervisory Certificate.
2. Satisfactory completion of all required and elective courses in the Educational Specialist program.
3. Satisfactory completion of the internship.

Educational Psychology

The Educational Psychology programs are designed to help students integrate theory, research and practice in psychology and education. The programs focus on better understanding the nature of individuals' learning and the conditions and contexts that maximize learning and development. Students take course work designed to examine psychological theories and research and engage in experiences that bridge theory, research and practice in learning environments.

The Educational Psychology programs offer course work leading to the Master of Education degree (M.Ed.), the Master of Science in Education degree (M.S.Ed.), the Educational Specialist degree (Ed.S.), and the Doctor of Education degree (Ed.D.). The Educational Psychology programs also offer studies in school psychology and sponsor a program for practicing school psychologists and educators leading toward the Certificate of Advanced Study (C.A.S.).

Educational Psychology/Human Learning and Development (M.Ed. and M.S.Ed.)

The M.Ed. and the M.S.Ed. programs in Educational Psychology/Human Learning and Development are applicable for practicing teachers interested in advanced graduate studies in psychology for the purpose of applying knowledge from psychology to their classroom practices. The program core provides students the opportunity to critically examine theory and research in human learning and development, and explore the interrelationship among theory, research and practice as it applies to classroom teaching and learning. Beyond the core requirements, students take electives designed to meet their own learning goals.

Entrance Requirements

Students must submit the following:

1. Completed application
2. Scores from the Miller Analogies Test or the Graduate Record Examination taken within the last five years
3. Three letters of recommendation
4. Official undergraduate and graduate transcripts

Applications are received and reviewed on an on-going basis.

Retention Policies

Please see this catalog (p. 102) for provisions regarding retention policies for M.Ed. and M.S.Ed. students.

Program Requirements

| | Semester Hours | |
|---------------------------------|----------------|-----------|
| | M.Ed. | M.S.Ed. |
| Core Course Requirements | 6 | 12 |

M.Ed. Core Courses

| | | |
|--------|---|---|
| ESR506 | Graduate Research: Interpretive/Critical | 2 |
| ESR507 | Graduate Research: Empirical/Quantitative | 2 |
| FND505 | Perspectives on Contemporary Issues | 2 |

M.S.Ed. Core Courses

| | | |
|--------|---|---|
| ESR506 | Graduate Research: Interpretive/Critical | 2 |
| ESR507 | Graduate Research: Empirical/Quantitative | 2 |
| FND505 | Perspectives on Contemporary Issues | 2 |
| ESR503 | Research Design and Analysis | 2 |
| EPS599 | Thesis | 4 |

Educational Psychology/ Human Learning and Development Program Courses

| | | |
|--------|--|---|
| EPS503 | Neuropsychology of Behavior and Learning | 2 |
| EPS517 | Theory and Research in Social Personality and Psychology | 3 |
| EPS530 | Measurement and Assessment in Educational Psychology | 3 |
| EPS539 | Cognitive-Behavioral Interventions in Schools | 2 |
| EPS541 | Cognition and Instruction | 2 |
| EPS542 | Observational Techniques for Teachers | 2 |
| EPS521 | Theory and Application of Group Dynamics | 3 |
| EPD648 | Human Development: Adulthood <u>or</u> | 3 |
| EPS649 | Human Development: Adolescence <u>or</u> | 3 |
| EPS650 | Human Development: Infancy and Early Childhood | 3 |

Electives

| | |
|----------------------|---|
| For M.Ed. students | 8 |
| For M.S.Ed. students | 2 |

| | |
|----------------------------|-----------|
| Total Minimum Hours | 34 |
|----------------------------|-----------|

School Psychology Certification Program

The professional training program in school psychology subscribes to the scientist-practitioner model and prepares individuals to engage in a broad range of activities as psychologists in schools and other educational settings.

Students may enroll in the school psychology certification program at the pre-doctoral or the doctoral level. At the pre-doctoral level, students need to complete the M.Ed. or M.S.Ed. in Educational Psychology and the Ed.S. degree in School Psychology. Students interested in obtaining the doctoral

102 degree may apply to the doctoral program upon completion of the master's degree. (Please also see information about the Educational Psychology Doctoral Program/School Psychology Option on page 118 of the catalog.) Students in both the pre-doctoral and the doctoral levels must apply to the School Psychology certification program and complete all School Psychology certification requirements to be eligible for the state of Illinois School Psychology certification.

Individuals who have completed a B.A. or B.S. degree in psychology, education, or a related field apply first to the School Psychology program and to the M.Ed. or M.S.Ed. degree in Educational Psychology. Please see Entrance Requirements below for information about applying to the School Psychology program at both the master's and educational specialist level. Upon completion of the master's requirements, students submit an application to the Ed.S. degree. Students may enroll in Ed.S. level courses only after admission to the Ed.S. degree.

Individuals who apply to the School Psychology program after having completed a master's degree in education, psychology or a related field do not need to complete another master's degree. They apply directly to the Ed.S. degree. However, individuals who did not complete their master's level studies at our School Psychology program will still need to take all courses required for School Psychology certification. The School Psychology program coordinator evaluates their transcripts and may approve prior course work as meeting the School Psychology program's requirements if they are equivalent in content and if they have been taken within ten years of admission. Exception to this may be granted if the individual has taken courses more than ten years prior to admission, but has maintained his or her knowledge in the content area through on-going work. Undergraduate level courses will not be accepted as meeting the School Psychology program requirement.

All students must complete a research thesis as part of the School Psychology certification program. Students who completed a research thesis in other programs or institutions may submit it to the program for review. A prior thesis will be accepted if it meets the School Psychology certification program's thesis requirements.

After admission to the School Psychology certification program, students meet with their advisor to complete the School Psychology Certification Requirements form and the Graduate Study Plan. Both the School Psychology Certification Requirements form, and the Graduate Study Plan must be signed by the student, the student's advisor, and the coordinator of the school psychology program. Waivers and substitutions for required School Psychology certification program courses must be approved by the coordinator of the School Psychology program. Students work closely with their advisors in planning their program to assure that it meets both degree and School Psychology certification requirements.

Entrance Requirements

Applicants to the School Psychology certification program need to submit the following application materials:

1. Completed application
2. Scores from the General Aptitude Section of the Graduate Record Examination (GRE) taken within the last five years
3. Letters of recommendation
4. Official undergraduate and graduate transcripts

Applications are reviewed by a faculty committee twice a year, in October and in February. All application documents, including the GRE scores, must be received by the Graduate Admissions Office by the October 1 and February 1 application deadlines.

Residency Policies

Students may attend the School Psychology certification program on a full- or part-time basis. A full-time course of study in School Psychology consists of two years (including summers) of course work and practica, and one academic-year-long, full-time internship. Students enrolling in part-time studies complete their course work in three to four years prior to undertaking a full-year, full-time internship. All students work closely with their advisors to design an approved course sequence in accordance with guidelines provided in the School Psychology handbook.

Retention Policies

Students who receive two or more "C" or lower grades will be dropped from the program. Students may appeal such decisions to the Graduate Admission and Retention Council.

School Psychology Certification Requirements

| Psychological Foundations | | 15 SH |
|-------------------------------|--|--------|
| EPS5001 | Contemporary Survey of Child Development | 2 |
| EPS5031 | Neuropsychology of Behavior and Learning | 2 |
| EPS5071 | Abnormal Psychology | 3 |
| EPS517 | Theory and Research in Personality and Social Psychology | 3 |
| EPS541 | Cognition and Instruction | 2 |
| EPD648 | Human Development: Adulthood <u>or</u> | 3 |
| EPD649 | Human Development: Adolescence <u>or</u> | 3 |
| EPD650 | Human Development: Infancy & Early Childhood | 3 |
| Educational Foundations | | 7-8 SH |
| FND504 | History and Philosophy of Education | 2 |
| SPE500 | Introduction to Exceptional Children and Adolescents | 3 |
| | Methods Course | 2-3 |
| Interventions/Problem-Solving | | 19 SH |
| EPS520 | Theories and Practices of Guidance and Counseling | 3 |
| EPS530 | Diagnostic Testing/Individual Educational Assessment | 3 |

| | | |
|--------|--|---|
| EPS531 | Assessment of Personality I | 3 |
| EPS532 | Assessment of Cognitive Abilities | 3 |
| EPS535 | Assessment of Infants and Preschool Children/School Psychology | 3 |
| EPS539 | Cognitive-Behavioral Intervention in Schools | 2 |
| EPS561 | Theory and Practice of School-Based Consultation | 2 |

| Statistics and Research Methodologies | | 8 SH |
|--|---|-------|
| ESR506 | Graduate Research: Interpretive/Critical | 2 |
| ESR507 | Graduate Research: Empirical/Quantitative | 2 |
| EPS599 | Thesis in Educational Psychology | 4 |
| Professional School Psychology, Practica, and Internship | | 19 SH |

| | | |
|-------------|--|---|
| EPS540 | Introductory Seminar in School Psychology | 2 |
| EPS593 | Legal and Professional Issues in School Psychology | 2 |
| EPS562a,b,c | Practicum in School Psychology I: Reflective Observation of School Practices (1 sh each) | 3 |
| EPS562d,e,f | Practicum in School Psychology II: Integrating Clinical Services (2 sh each) | 6 |
| EPS590* | Internship in School Psychology | 6 |

* Internship

Each student must complete the equivalent of one academic-year-long, full-time internship in an approved site as a school psychologist. This may be completed as one year of full-time activity or two consecutive years of half-time activity. The intern is supervised by an approved on-site supervisor and a faculty member from the School Psychology program.

The internship occurs at the completion of the program sequence as the culminating experience. The intern, in conjunction with the on-site supervisor and the university faculty supervisor, writes the internship plan outlining the internship experience.

| M.Ed. Course Requirements for Students in the School Psychology Program | | 34SH |
|---|--|------|
| FND504 | Perspectives on Contemporary Issues | 2 |
| ESR506 | Graduate Research: Interpretive/Critical | 2 |
| ESR507 | Graduate Research: Empirical/Quantitative | 2 |
| EPS500 | Contemporary Survey of Child Development | 2 |
| EPS503 | Neuropsychology of Behavior and Learning | 2 |
| EPS507 | Abnormal Psychology | 3 |
| EPS517 | Theory and Research in Personality and Social Psychology | 3 |
| EPS530 | Diagnostic Testing/Individual Education Assessment | 3 |
| EPS532 | Assessment of Cognitive Abilities | 3 |
| EPS535 | Assessment of Infant and Preschool Children | 3 |
| EPS539 | Cognitive-Behavioral Interventions in Schools | 2 |
| EPS540 | Introductory Seminar in School Psychology | 2 |
| EPS541 | Cognition and Instruction | 2 |
| EPS562a,b,c | Practicum in School psychology I: Reflective Observations of School Practices (1 each) | 3 |

| Ed.S. Degree Requirements | | 34-35SH | 103 |
|---------------------------|--|---------|-----|
| SPE500 | Introduction to Exceptional Children and Adolescents | 3 | |
| EPD648 | Human Development: Adulthood <u>or</u> | 3 | |
| EPD649 | Human Development: Adolescence <u>or</u> | 3 | |
| EPD650 | Human Development: Infancy and Early Childhood | 3 | |
| EPS520 | Theories and Practices of Guidance and Counseling | 3 | |
| EPS531 | Assessment of Personality I | 3 | |
| EPS561 | Theory and Practice of School-Based Consultation | 2 | |
| EPS562d,e,f | Practicum in School Psychology II: Integrating Clinical Services (2 sh each) | 6 | |
| EPS593 | Legal and Professional Issues in School Psychology | 2 | |
| EPS599 | Thesis in Educational Psychology | 4 | |
| EPS590* | Methods course | 2-3 | |
| | Internship in School Psychology | 6 | |

*Internship: Please see the School Psychology Certification Program section above for a description of the Internship.

Certificate of Advanced Study in Educational Psychology (C.A.S.)

The Certificate of Advanced Study (C.A.S.) is designed for those students who already possess a graduate degree in Educational Psychology and who are interested in engaging in continued graduate study that will add a new career dimension to their current professional competencies. Examples might include course work in neuropsychology, counseling psychology, or advanced intervention techniques. Students seeking admission to the C.A.S. program must follow the steps in the admission procedures of the Graduate School discussed in another section of the catalog. Applications for the C.A.S. degree will be reviewed at the same time periods as the M.S.Ed. and the Ed.S. degrees.

Doctor of Education in Educational Psychology (Ed.D.)

Please see page 118 for a description of the doctoral program in Educational Psychology.

Elementary Education (M.A.T.)

The Master of Arts in Teaching degree in Elementary Education is designed for students with baccalaureate degrees who desire the Illinois Standard Elementary (K-9) teaching certificate. This is considered a basic program, with emphasis on entrance requirements to the profession. Advanced

104 specialization in a subject area may be achieved within the elective hours. Professional study is combined with practical classroom experience. The focus is on the preparation of prospective teachers who will provide learning opportunities for children, with concern for them as human beings and for their unique learning behaviors. The course work and degree requirements must be met within a period of six years.

After they have had their transcripts reviewed for general education requirements, students must meet with a program advisor within thirty days after admission to the graduate school to plan their degree programs. If there are any general education deficiencies, they must be made up before application for certification. No more than six semester hours of general education deficiencies should remain at the point of student teaching. Deficiencies in core areas should be fulfilled before enrolling in corresponding methods courses.

| Course Requirements | | 40 SH |
|---------------------|--|-------|
| ESR506* | Graduate Research: Interpretive/Critical | 2 |
| EPS500* | Contemporary Survey of Child Development | 2 |
| EPS510* | Theories of Teaching and Learning | 2 |
| FND504* | History and Philosophy of Education | 2 |
| ELE580* | Elementary Education: Practicum I | 2 |
| SPE500* | Introduction to Exceptional Children and Adolescents | 3 |
| ESR507† | Graduate Research: Empirical/Qualitative | 2 |
| RRL500 | Survey of Reading Methods and Materials | 2 |
| RRL480B | Methods for Teaching Language Arts | 2 |
| ELE581 | Elementary Education: Practicum II | 2 |
| MHE480B• | Methods for Teaching Elementary School Mathematics | 2 |
| SCE480B | Methods for Teaching Elementary School Science | 2 |
| CIS480B | Methods for Teaching Social Studies | 2 |
| ELE590 | Student Teaching | 6 |
| | Electives (Advisor Approved) | 7 |

* Only nine semester hours may be taken before admission to National College of Education's Graduate School. For your initial course selection, choose from among these courses.

† ESR506 replaces ESR500; ESR507 replaces ESR501. Consult your academic advisor with questions.

• You may not register for MHE480B until you have completed the general education requirement of six semester hours of mathematics and have passed the Illinois State Test of Basic Skills or completed MHE450 with a grade of A or B.

Electives are selected with advisor assistance to either develop breadth or specialization of professional expertise. You must have advisor approval prior to enrollment. Due to the relatively limited number of elective hours, a maximum of four semester hours of workshop credits are allowed.

Clinical Experiences

The State of Illinois requires 100 hours of preclinical experience before student teaching. Elementary Education M.A.T. students begin their clinical experiences in schools with at least a 30 hour block of observation and participation completed in conjunction with the ELE580 Practicum I course. This is a relatively informal experience that the student arranges with assistance from the Practicum I instructor. Additional small blocks of hours are earned in conjunction with courses such as SPE500. The student completes another large block (30-50 hours) of clinical experience in conjunction with the ELE581 Practicum II course. During this more advanced experience and the formal student teaching term, the student is mentored during visits from a University Supervisor. Each student's growth as a teacher is encouraged and documented throughout the Program through the development of a Professional Portfolio.

Both the Practicum II and Student Teaching experiences are arranged by the University and require that the student apply in advance.

M.A.T. Student Teaching

See M.A.T. Student Teaching Handbook.

Interdisciplinary Studies in Curriculum and Instruction (M.Ed.)

Interdisciplinary Studies in Curriculum and Instruction offers an M.Ed. field-based program. This alternative approach to graduate study addresses educational needs that may not be adequately met through traditional programs. The program is especially designed for highly motivated, experienced K-12 teachers who seek professional growth as classroom practitioners, rather than seeking new certification or specialization. This program does not lead to certification. The program offers an integrated, innovative course of study with four main strands: curriculum and instruction, foundations, human development, and research. Classes are held at convenient locations and meet for four hours one night weekly over approximately a two-year period, thus allowing professional educators to earn a master's degree without interrupting their careers.

Field-based classes in the M.Ed. program are formed whenever approximately 15 students have formally applied for admission to graduate study and have fulfilled the graduate school admission requirements. The students forming a class are

selected from applicants who work or live within a designated geographical area. Students, in conjunction with staff, determine the time and place of class meetings. Once this decision is made, students are guaranteed that all courses will meet and that the program can be completed on schedule. Because this is a self-contained, integrated program, all 32 semester hours of required course work must be taken for the awarding of the degree.

Every element of this program is designed to connect theory and practice. The program components provide an integrated experience of academic study, classroom application, reflective thinking, classroom research and professional development. Successful completion of the program, which leads to a Master of Education (M.Ed.) degree, requires that students:

- Maintain at least a "B" average in the program course work.
- Apply course content toward systematic reflection and innovation in their own classrooms.
- Prepare a written report regarding the outcomes of a classroom research project.

| Program Requirements | | 32 SH |
|----------------------|--|-------|
| Term I | | 12 SH |
| FND509 | Educational Foundations | 3 |
| CIC528 | Curriculum and Instruction I: Theory, Foundations & Contexts | 3 |
| EPS527 | Group Theory and Classroom Applications | 3 |
| ESR510 | Action Research I: Educational Research Purposes, Assumptions & Practice | 3 |
| Term II | | 12 SH |
| CIC529 | Curriculum and Instruction II: Analysis and Application | 3 |
| CIC591 | Field Study/Curriculum and Instruction | 3 |
| CIL531 | Cross Cultural Education | 3 |
| ESR511 | Action Research II: Ways of Knowing | 3 |
| Term III | | 8 SH |
| EPS528 | Human Development and Learning | 3 |
| ESR591 | Action Research III: Reflecting on and Sharing the Ways of Knowing | 2 |
| CIC594 | Independent Study/Curriculum and Instruction <u>or</u> | 3 |
| EDL594 | Independent Study/Educational Supervision | 3 |

Leadership in Curriculum and Teaching (Ed.S.)

The Educational Specialist program, Leadership in Curriculum and Teaching, builds upon master's degree programs in curriculum and instruction (and related areas) to address leadership by classroom teachers in curriculum and teaching. Teachers play a decisive role in all aspects of school life and their leadership, both formal and informal, is crucial to the success of every innovation, reform, or change in schools. This Ed.S. program is designed to help classroom teachers assume a variety of collegial leadership responsibilities in schools and districts. These teacher leaders do not become school administrators, nor end their roles as classroom teachers. Rather, they provide leadership and expertise as professional educators to their colleagues, schools, and communities in areas of program, curriculum, and staff development in both general areas of curriculum and teaching as well as traditional content fields. In the program, they examine various approaches for making the schooling experiences of students more meaningful, experiential, holistic, reflective, and collaborative. The program leads to an Educational Specialist degree (Ed.S.) but carries no certification or endorsement. Rather, it leads to increased personal involvement in issues and programs in the schools.

The program emphasizes teachers working collaboratively with colleagues. Therefore, most of the program's course work takes place in an intensive, reflective experience with the same group of about 15 colleagues over two years. Opportunities, experiences, issues, and problems of teacher leadership are the substance of group discussion under the guidance of a team of instructors from National-Louis University. To enhance the continuity and clarity of ideas and experiences, the course work is deliberately integrated during three program terms of about eight months each. Six core courses, two per term, along with required internships, define the heart of the Ed.S. program. Through internships the teacher-leaders undertake leadership roles for various tasks and activities in the schools and districts. Ed.S. students are assisted in designing internships each term that are integrated into their course work.

Ed.S. students are also required to complete a limited number of elective (post-masters) courses that enrich their backgrounds. Electives are individual courses that do not necessarily coincide with the course work of the Ed.S. group in the terms of the program.

| Program Requirements | | 33 SH |
|----------------------|--|-------|
| Term I | | |
| EPS525 | Group Dynamics and Leadership Applications | 3 |
| IDS560 | Integrated Curriculum I: Philosophical and Theoretical Foundations | 3 |
| IDS590 | Internship | 1-4 |

| Term II | | |
|---|---|-----|
| IDS561 | Integrated Curriculum II: Practical and Political Aspects of Implementation | 3 |
| IDS590 | Internship | 1-4 |
| ILD601 | Culture of the School and Classroom | 3 |
| Term III | | |
| IDS590 | Internship | 1-4 |
| ILD605 | Instructional Implications of Staff Development | 3 |
| ILD604 | Curriculum Evaluation | 3 |
| A total of nine semester hours of Internship (IDS590) must be successfully completed. Students may register for varying numbers of credits for each term's internship, according to the schedule of their professional obligations and opportunities. | | |
| In addition to the six required core courses (18 semester hours) and three internships (9 semester hours), students must also complete six semester hours of electives, approved by their advisor. | | |
| | | SH |
| Program Core Courses | | 18 |
| Internship | | 9 |
| Electives | | 6 |

Mathematics Education

The Mathematics Education Program for elementary and middle school teachers emphasizes teachers and students doing mathematics and building conceptual understanding by solving problems, reasoning mathematically, communicating mathematical ideas, and making connections among ideas and to real-world situations. Mathematics is the study of patterns and relationships in broad domains of thinking — number, geometry, measurement, data and chance. The program and its courses are designed to help elementary and middle school teachers develop both their own mathematical knowledge and ways to help their own students learn mathematics with a deep understanding of its patterns and relationships.

This sequence fits within the existing master's degree programs for the Master of Education and the Master of Science in Education and it may be taken beyond the master's degree by the student who wishes to add this specialty to his/her master's degree by completing the Certificate of Advanced Study (C.A.S.).

| | | Semester Hours | | |
|--|---|----------------|---------|--------|
| | | M.Ed. | M.S.Ed. | C.A.S. |
| Core Course Requirements (see pages 82-83) | | 10 | 14 | 3 |
| Program Requirements (Grades 5-8) | | 18 | 18 | 18 |
| MHE450 | Mathematics for Elementary School Teachers | | | 3 |
| MHE502 | Teaching Patterns and Algebraic Thinking | | | 3 |
| MHE503 | Issues and Directions in Mathematics Curriculum, Learning and Instruction | | | 3 |
| MHE510 | Topics in Mathematics for Teachers: Geometry | | | 3 |
| MHE512 | Topics in Mathematics for Teachers: Statistics and Probability | | | 3 |
| MHE593 | Seminar in Mathematics Education | | | 3 |
| Electives | | 6 | 6 | 9 |
| Total Minimum Hours | | 34 | 38 | 30 |

Middle Level Education

This Middle Level Education Program includes the two courses in middle school education that are needed to meet the state of Illinois endorsement requirements plus additional courses in middle-level teaching. After July 1, 1997 students seeking the middle school state endorsement must complete CIM500, CIM502 and have 18 semester hours in the subject matter area of major assignment.

Middle Level Education

| | | |
|--------|--|-----|
| CIM500 | The Middle School: An Overview | 3sh |
| CIM502 | Middle School Curriculum | 3sh |
| EPS524 | Guidance Skills for Middle School Teachers | 2sh |
| MHE485 | Advanced Methods for Teaching Middle School Math | 3sh |
| SCE485 | Advanced Methods for Teaching Elementary and Middle School Science | 3sh |
| CIM583 | Workshop/Middle School Education/Contemporary Issues | 2sh |
| RLL520 | Survey of Literature for Children and Adolescents | 2sh |

It is possible for students to combine the 15 hours of middle-level course work with the requirements for the Master of Education in Curriculum and Instruction to complete a degree.

Reading and Language

Three programs fall under the Reading and Language umbrella: one each in reading, language and literacy, and a doctoral program in reading and language. These programs combine research, theory, and practice to give teachers, supervisors, administrators, and other professionals an understanding of literacy acquisition, development, and instruction.

Reading Program

The Reading Program is designed for educators interested in developing their teaching or in qualifying as reading teachers or specialists. The program meets the guidelines of the International Reading Association, NCATE and the State of Illinois guidelines for the preparation of reading teachers and reading specialists. The sequence of courses provides an in-depth understanding of the research, theory, and practice related to the reading process and reading instruction. Courses deal with the nature of reading and its development and then relate that foundation to instructional approaches, assessment, and instruction for divergent readers and staff development in the schools. Application of learning is ensured in practicum, classroom, and school-based experiences.

State Endorsement and Certification in Reading

State Guidelines

The reading sequence fulfills the State of Illinois guidelines for the preparation of reading teachers and specialists by including 18 hours of course work in the areas prescribed by the Illinois State Board of Education. The areas are:

- Foundations of reading fundamentals, including reading in the content areas
- Testing procedures and diagnosis of reading disabilities
- Diagnostic teaching/corrective techniques and materials
- Clinical or laboratory practicum in reading
- Literature appropriate for the age of students included in the program

(Illinois State Board of Education booklet, Minimum Requirements, undated, p. 47.)

The above minimum requirements must be met by applicants for reading positions. Endorsement is available through individual application to the Illinois State Board of Education. Endorsement is available only to holders of state standard elementary, or secondary certificates and may require course work in other areas, such as middle schools.

Type 10 Standard Special Certification

Students who complete the full 36-hour program may apply for Special Type 10 Certification in Reading in one of two ways:

1. Direct application to the State of Illinois. The Reading program provides 26 of the 32 hours required by the state, including all the required course areas as indicated in the state endorsement standards above. Testing, certification, experience, and other requirements must also be met.
2. Through institutional entitlement. The 36-hour program supplies all the Reading Specialist course requirements for certification by entitlement. Graduates may apply if they: hold a valid, regular, state of Illinois elementary or secondary certification with constitution test passed; meet state general and professional education requirements; pass the appropriate state tests; have two years of contracted teaching experience; have worked with students at elementary and secondary levels in the classroom or in the NCE/National-Louis University practicum.

Students are responsible for keeping abreast of all information and changes contained in published standards and are encouraged to request the booklet Minimum Requirements for State Certificates from Illinois State Board of Education, 100 N. First St., Springfield, IL 62777-0001, or from the appropriate regional office.

Reading Supervisory Endorsement

The two courses required for the reading endorsement are:

| | | |
|--------|--|-------|
| EDL510 | Administration and Organizational Development of Schools | (3SH) |
| EDL533 | Supervising Instruction | (3SH) |

Along with Type 10 certification, the Reading Supervisory endorsement may be obtained through entitlement by including these two courses in the master's degree or C.A.S. program in reading.

Reading Specialists who already hold Type 10 certification may individually apply to the State of Illinois for supervisory endorsement after completing EDL510 and EDL533.

| | | Semester Hours | | |
|--|---|----------------|---------|--------|
| | | M.Ed. | M.S.Ed. | C.A.S. |
| Core Course Requirements (see pages 84-85) | | 10 | 14 | 3 |
| Program Requirements | | 26 | 23 | 26 |
| RLL520*† | Survey of Literature for Children and Adolescents <u>or</u> | | | 2 |
| RLL528 | Multicultural Literature (K-12) | | | 2 |
| RLR501* | Methods and Materials for Teaching Beginning Reading | | | 2-3 |

| | | | |
|---------------------|-------------|---|------|
| 108 | RLR502* | Teaching Reading Comprehension | 3 |
| | RLR503* | Teaching Content and Advanced Reading | 3 |
| | RLR510* | Diagnostic Techniques for the Reading Specialist | 3 |
| | RLR511* | Corrective Techniques for the Reading Specialist | 2 |
| | RLR518 | Supervising the Reading Program | 3 |
| | RLR592A, B* | Practicum in Remedial Reading Instruction | 2, 2 |
| | RLR593 | Seminar in Reading Research (M.S.Ed. students complete a thesis in reading instead) | 3 |
| | | Reading Electives (for CAS) | 7 |
| Total Minimum Hours | | 36 | 37 |
| | | | 30 |

* Meet State Document I Guidelines.

† or other appropriate literature course chosen with advisor approval.

Courses needed to meet State of Illinois general and other professional education prerequisite requirements are not included.

C.A.S. Options

Students interested in a C.A.S., not oriented toward certification, should so indicate at the time of making a study plan to be advised of appropriate program options.

Reading Recovery™ Program

A Reading Recovery Teacher Leader training program is offered in consortium arrangement with the State of Illinois and with the University of Illinois at Urbana-Champaign. This program is open only to post-master's applicants through special district-based arrangement with the Reading Recovery Program. 6 of the 9 Reading Recovery semester hours may be applied to a Master's degree.

Language and Literacy Program

The program in literacy is designed for classroom teachers interested in integrating language arts instruction. Such teachers, who are committed to teaching reading, writing, and language across the curriculum, will find the iterated emphasis both illuminating and directly applicable to the classroom. The focus in this program is on designing effective instructional strategies to develop literacy; for this, the oral base for learning to read and write is central. Students may select courses within this program to form their own mini-concentrations, i.e., drama, literature, reading, writing, or reading-writing relationships.

| | | M.Ed. | M.S.Ed. | C.A.S. |
|---|---|-------|---------|--------|
| Core Course Requirement (see pages 84-85) | | 10 | 14 | 3 |
| Program Requirements | | 18 | 18 | 18 |
| RLL520 | Survey of Literature for Children and Adolescents or | | | 2 |
| RLL521 | Children's Literature or | | | 2 |
| RLL522 | Adolescent Literature | | | 2 |
| RLL525 | Creative Dramatics in the Classroom (unless undergraduate course) | | | 2 |
| RLL532 | Integrating the Language Arts in the Classroom | | | 2 |
| RLL533 | Introduction to Linguistics | | | 2 |
| RLL534 | Reading and Writing Relationships | | | 2 |
| RLL593 | Seminar in Literacy Studies | | | 2 |
| RLR500 | Survey of Reading Methods and Materials (or appropriate upper level reading course) | | | 2 |
| RLW541 | Teaching Writing (or appropriate upper level writing course) | | | 2 |

Electives in the Reading and Language Department equal a total of 18 hours, including the courses in the Literacy Sequence

Additional electives to be selected in consultation with academic advisor.

| | | | |
|---------------------|----|----|----|
| Total Minimum Hours | 34 | 36 | 33 |
|---------------------|----|----|----|

Science Education

The graduate program in science education is designed to meet the needs of teachers who seek to update their knowledge of teaching and learning and their content knowledge in science, deepen their understanding of science as a discipline of inquiry, and develop their professional leadership and instructional skills. The program is for educators who are preparing for a variety of positions including teaching, curriculum supervision, instructional administration and museum education. The program features courses dealing with the interaction of science, technology and society, science content relevant to elementary and middle grade science teachers, and courses focusing upon curriculum issues and teaching methods. These courses fit within the Master of Education (M.Ed.), the Master of Science in Education (M.S.Ed.), and the C.A.S. programs.

| | | M.Ed. | M.S.Ed. | C.A.S. |
|--|--|-------|---------|--------|
| Core Course Requirements (see pages 84-85) | | 10 | 14 | 3 |
| Program Requirements | | 24 | 24 | 27 |

| | | |
|---|---|----|
| SCE500 | Science, Technology and Society | 3 |
| SCE501 | Advanced Methods and Materials for Teaching Science | 3 |
| Content Courses (Prerequisite SCE500 or permission) | | |
| SCE510 | Physical Science for Teachers | 3 |
| SCE511 | Earth Science for Teachers | 3 |
| SCE512 | Biological Science for Teachers | 3 |
| Topical Courses (Select four) | | |
| SCE520 | Applied Chemistry for Teachers | 2 |
| SCE521 | Astronomy for Teachers | 2 |
| SCE522 | Meteorology for Teachers | 2 |
| SCE523 | Environmental Education | 2 |
| SCE524 | Human Biology for Teachers | 2 |
| Seminar | | |
| SCE593 | Seminar in Science Education: Issues and Trends | 3 |
| Total Minimum Hours | | 34 |
| | | 38 |
| | | 30 |

Internship Option in Science Education Program
Note: 2-7 hours in science education internship (SCE590) may be substituted for program requirements on a case-by-case basis. Internships are available in corporate and governmental R&D laboratories and in institutions such as zoos and museums.

Secondary Education (M.A.T.)

The Master of Arts in Teaching degree in Secondary Education is designed for interested students with a baccalaureate degree and broad based general education and discipline courses and experiences who desire an Illinois secondary education certificate. This program will train teachers who can not only teach a subject well, but can connect and interweave it with other fields of knowledge, in the context of real problems of concern to young people. Students will become capable educators who can work with colleagues to create experiences that invite young people to identify questions, gather information, construct meaning, create products, share their understandings, make decisions and take action based upon what they have learned. Successful graduates of this program will earn a master of arts in teaching (MAT) degree, middle level endorsement and Illinois secondary education certification in one of the following disciplines:

- Mathematics
- English
- Social Studies
- Biology
- Physical Science

The secondary education MAT program is organized as a student-centered, standards-driven, progressive experience. Small, intact groups of students work together in a cohort group through the certification and masters program. These "mixed" groups will be made up of prospective teachers of English, Science, History or Mathematics who will work together throughout most of the program. This ensures constant opportunities to think beyond subject boundaries to learn about the concerns and approaches of different fields, and to gain experience planning multi-disciplinary units and programs. Group membership will be based upon geography and/or students' preferred schedule for completing the program.

Admission Criteria:

1. Baccalaureate degree from an Accredited Institution.
2. Written statement of academic and professional goals.
3. Millers Analogies Test or the General Aptitude section of the Graduate Record Exam.
4. Illinois Basic Skills Test.
5. Three letters of recommendation.
6. Broad based general education courses and experiences.
7. Broad based courses and experiences in a discipline.

| Program Requirements | | 30SH |
|----------------------|---|------|
| ESR506 | Graduate Research: Interpretive/Critical | 2 |
| ESR507 | Graduate Research: Empirical/Quantitative | 2 |
| EPS500 | Contemporary Survey of Child Development | 2 |
| EPS510 | Theories of Teaching and Learning | 2 |
| FND504 | History and Philosophy of Education | 2 |
| SPE500 | Introduction to Exceptional Children and Adolescents | 3 |
| CIM500 | The Middle School: An Overview | 3 |
| CIM502 | Middle School Curriculum | 3 |
| SEC502 | Methods and Materials in Secondary Education* | 3 |
| SEC510 | Teaching Biology in the Secondary School* or | 3 |
| SEC512 | Teaching English in the Secondary School* or | 3 |
| SEC514 | Teaching Mathematics in the Secondary School* or | 3 |
| SEC516 | Teaching Physical Science in the Secondary School* or | 3 |
| SEC518 | Teaching Social Studies in the Secondary School* | 3 |
| SEC590A | Student Teaching in the Secondary School/ Biological Science or | 6 |
| SEC590B | Student Teaching in the Secondary School/ Language Arts/English or | 6 |
| SEC590C | Student Teaching in the Secondary School/ Mathematics or | 6 |
| SEC590D | Student Teaching in the Secondary School/ Physical Science or | 6 |
| SEC590E | Student Teaching in the Secondary School/ Social Studies | 6 |

Special Education

The Department of Special Education offers four programs for graduate study:

- Learning Disabilities (LD)
- Behavior Disorders (BD)
- Learning Disabilities/Behavior Disorders (LD/BD)
- General Special Education

All programs are designed to facilitate the preparation of special education teachers for changing and increasingly complex professional roles in schools. Graduates of our programs would be qualified to be LD and/or BD teachers in inclusive classrooms as team teachers and collaborative-consultants, as well as LD and/or BD teachers in more traditional resource or self-contained classrooms.

Students pursuing graduate study in special education may earn both state certification (Type 10 Certificate) and a graduate degree: Master of Education (M.Ed.), Master of Science in Education (M.S.Ed.), or Master of Arts in Teaching (M.A.T.). The M.Ed. and M.S.Ed. degree programs are for students who already hold a teaching certificate and have a baccalaureate degree. The M.A.T. degree program enables individuals with no prior teaching certificate and a baccalaureate degree to pursue a master's degree and Type 10 certification in LD and BD. For students who already have a master's degree, the Certificate of Advanced Study is another option.

Certification by Entitlement

Students successfully completing a program in the Department of Special Education will earn certification by entitlement in either LD, BD, or LD/BD. Certification by entitlement (i.e., sequence of special education coursework including preclinical hours and student teaching practicum) facilitates the certification process in Illinois. The entitlement process facilitates the transfer of certification to other states as well.

Learning Disabilities

Students who successfully complete all certification requirements are eligible by entitlement for the Type 10 certification in Learning Disabilities in the state of Illinois. Students who complete the appropriate core course requirements will also receive the master's degree or C.A.S.

| | Semester Hours | | |
|--|----------------|---------|--------|
| | M.Ed. | M.S.Ed. | C.A.S. |
| Core Course Requirements (see pages 84-85) | 10 | 14 | 3 |
| Requirements for Type 10 Certification/ Learning Disabilities | 32 | 32 | 32 |

| | | |
|---------|---|-----|
| SPE505 | Diagnosis and Remediation of Reading Disabilities/Special Education | 2 |
| SPE523 | Diagnosis and Remediation of Mathematics Disabilities/Special Education | 2 |
| SPE500* | Introduction to Exceptional Children and Adolescents | 3 |
| SPE501* | Educational and Diagnostic Assessment of Exceptional Children and Adolescents | 3 |
| SPE502* | Language Challenges in Children and Adolescents with Learning Disabilities | 3 |
| SPE503* | Collaborative and Consultative Team Teaching | 3 |
| SPE520* | Characteristics of Children and Adolescents Challenged with Learning Disabilities | 3 |
| SPE521* | Methods of Teaching Children and Adolescents ⁵ Challenged with Learning Disabilities | 3 |
| SPE592A | Practicum/Teaching Children and Adolescents Challenged with Learning Disabilities | 3-5 |
| SPE593* | Seminar in Special Education | 3 |

Special Education Electives (select courses in special education in consultation with program advisor to equal a minimum of 32SH for concentration).

* 15 hours of clinical experience required as part of this course.

Behavior Disorders

Students who successfully complete certification requirements are eligible by entitlement for the Type 10 certification in Behavior Disorders in the state of Illinois. Students who complete the appropriate core course requirements will also receive the master's or C.A.S.

| | Semester Hours | | |
|---|---|---------|--------|
| | M.Ed. | M.S.Ed. | C.A.S. |
| Core Course Requirements (see pages 84-85) | 10 | 14 | 3 |
| Requirements for Type 10 Certification/ Behavior Disorders | 32 | 32 | 32 |
| SPE500* | Introduction to Exceptional Children and Adolescents | | 3 |
| SPE501* | Educational and Diagnostic Assessment of Exceptional Children and Adolescents | | 3 |
| SPE502* | Language Challenges in Children and Adolescents with Learning Disabilities | | 3 |
| SPE503* | Collaborative and Consultative Team Teaching | | 3 |
| SPE505 | Diagnosis and Remediation of Reading Disabilities/Special Education | | 2 |
| SPE523 | Diagnosis and Remediation of Mathematics Disabilities/Special Education | | 2 |

| | | |
|---------|--|-----|
| SPE530* | Characteristics of Students (K-12) Challenged with Behavior Disorders | 3 |
| SPE531* | Methods of Teaching Students (K-12) Challenged with Behavior Disorders | 3 |
| SPE593* | Seminar in Special Education | 3 |
| SPE592B | Practicum/Teaching Children and Adolescents Challenged with Behavior Disorders | 3-5 |

Special Education Electives (select courses in special education in consultation with program advisor to equal a minimum of 32 SH for certification).

* 15 hours of clinical experiences required as part of this course.

Learning Disabilities/Behavior Disorders

Students who successfully complete all certification requirements are eligible by entitlement for the Type 10 certification in both Learning Disabilities and Behavior Disorders in the state of Illinois. Students who complete the core course requirements will also receive the master's or C.A.S.

| | Semester Hours | | |
|---|----------------|---------|--------|
| | M.Ed. | M.S.Ed. | C.A.S. |
| Core Course Requirements (see pages 84-85) | 10 | 14 | 3 |
| Certification Requirements | 34 | 34 | 34 |

| | | |
|---------|--|-----|
| SPE505 | Diagnosis and Remediation of Reading Disabilities/Special Education | 2 |
| SPE523 | Diagnosis and Remediation of Mathematics Disabilities/Special Education | 2 |
| SPE500* | Introduction to Exceptional Children and Adolescents | 3 |
| SPE501* | Educational and Diagnostic Assessment of Exceptional Children and Adolescents | 3 |
| SPE502* | Language Challenges in Children and Adolescents with Learning Disabilities | 3 |
| SPE503* | Collaborative and Consultative Team Teaching | 3 |
| SPE520* | Characteristics of Children and Adolescents Challenged with Learning Disabilities | 3 |
| SPE521* | Methods of Teaching Children and Adolescents Challenged with Learning Disabilities | 3 |
| SPE530* | Characteristics of Students (K-12) Challenged with Behavior Disorders | 3 |
| SPE531* | Methods of Teaching Students (K-12) Challenged with Behavior Disorders | 3 |
| SPE593* | Seminar in Special Education | 3 |
| SPE592C | Practicum/Teaching Children and Adolescents Challenged with Learning Disabilities and Behavior Disorders | 3-5 |

* 15 hours of clinical experiences required as part of this course.

General Special Education

The purpose of this program is to provide a vehicle by which already certified special education teachers can earn a master's degree or Certificate of Advanced Study in special education. The program is designed to offer flexibility in designing a program to meet the student's unique needs. This program does not provide certification and it is open only to teachers who have a Type 10 certificate in any special education area. The student fulfills core course and 9 semester hours of program requirements. The remaining 15 semester hours are taken as electives.

| | Semester Hours | | |
|---|--|---------|--------|
| | M.Ed. | M.S.Ed. | C.A.S. |
| Core Course Requirements (see pages 82-83) | 10 | 14 | 3 |
| Program Requirements | 24 | 18 | 26 |
| SPE502* | Language Challenges in Children and Adolescents with Learning Disabilities | | 3 |
| SPE503* | Collaborative and Consultative Team Teaching | | 3 |
| SPE593* | Seminar in Special Education | | 3 |

* 15 hours of clinical experience required as part of this course.

Electives in Special Education

Students select a minimum of 15 semester hours of electives in consultation with the assigned advisor. In order to meet the individual student's needs and interests, elective courses may be taken from the following programs or departments:

| | |
|-----|---|
| CIC | Curriculum and Instruction |
| ELE | Elementary Education |
| CIG | Education of the Gifted |
| CIH | Humanities Education, Art and Music Education |
| CII | Instructional Media and Library Services |
| CIL | Language Minority Education |
| CIM | Middle School Education |
| CIS | Social Studies Education |
| CIN | Health Education |
| ECE | Early Childhood Education |
| EDL | Educational Leadership |
| EPS | Educational Psychology |
| ESR | Educational Statistics and Research |
| FND | Foundations |
| MHE | Mathematics Education |
| RLI | Language and Literacy |
| RLR | Reading and Language |
| RLW | Writing |
| SCE | Science Education |
| SPE | Special Education |
| TIE | Technology in Education |

With the consent of the program advisor, up to six semester hours of workshop credit in Special Education may be used to fulfill degree requirements. Workshop credit may not be used to meet certification requirements.

M.A.T. Learning Disabilities/Behavior Disorders Program

This program is designed for students who have a baccalaureate degree, but do not have a teaching certificate in any area. Students who successfully complete all certification requirements are eligible by entitlement for the Type 10 certification in both Learning Disabilities and Behavior Disorders in the state of Illinois. Students must also complete the core course requirements in order to receive the M.A.T. degree (see page 103). The entire degree/certification program is 50 SH. This program does not lead to Type 03, 04 or 09 teaching certificates.

Core Course Requirements

| Semester Hours | | 10 |
|---------------------|--|----|
| EPS500 | Contemporary Survey of Child Development | 2 |
| ESR506 [†] | Graduate Research: Interpretive/Critical | 2 |
| ESR507 [†] | Graduate Research: Empirical/Qualitative | 2 |
| FND504 | History and Philosophy of Education | 2 |
| FND505 | Perspectives on Contemporary Issues in Education | 2 |

Certification Requirements

| | | |
|---------|--|---|
| SPE505 | Diagnosis and Remediation of Reading Disabilities/Special Education | 2 |
| SPE523 | Diagnosis and Remediation of Mathematics Disabilities/Special Education | 2 |
| SPE500* | Introduction to Exceptional Children and Adolescents | 3 |
| SPE501* | Educational and Diagnostic Assessment of Exceptional Children and Adolescents | 3 |
| SPE502* | Language Challenges in Children and Adolescents with Learning Disabilities | 3 |
| SPE503* | Collaborative and Consultative Team Teaching | 3 |
| SPE520* | Characteristics of Children and Adolescents Challenged with Learning Disabilities | 3 |
| SPE521* | Methods of Teaching Children and Adolescents Challenged with Learning Disabilities | 3 |
| SPE530* | Characteristics of Students (K-12) Challenged with Behavior Disorders | 3 |
| SPE531* | Methods of Teaching Students (K-12) Challenged with Behavior Disorders | 3 |
| SPE593* | Seminar in Special Education | 3 |
| SPE592C | Practicum/Teaching Children and Adolescents Challenged with Learning Disabilities and Behavior Disorders | 5 |
| ELE580 | Elementary Education/Practicum I | 2 |
| ELE581 | Elementary Education/Practicum II | 2 |

* 15 hours of clinical experiences required as part of this course.

[†]ESR506 replaces ESR500; ESR507 replaces ESR501; Consult your academic advisor with questions.

Preclinical Experiences

Special Education students are required by the Illinois State Board of Education to complete a minimum of 100 clock hours of preclinical experiences. The 100 hours involve observation of and related preclinical experiences with children and adolescents who have challenges in various special education, mainstream and inclusive settings.

The preclinical experiences are integrated into most of the courses required for certification. There are 15 clock hours of clinical experiences required for each of the following courses: SPE500, SPE501, SPE502, SPE503, SPE520, SPE521, SPE530, SPE531, and SPE593. The preclinical experience requirements are organized around the content of each course and represent a practical application of the material presented.

All of the preclinical hours must be documented in the Special Education Preclinical Log Sheets obtained from the course instructor and signed by the instructor. All logs and related written assignments are kept by students and are on call at the end of the program to prove completion of the preclinical components. Graduate status students must send copies of all log sheets to the Department Chair after all preclinical hours have been completed.

Practicum

A student teaching practicum is required of all students in special education entitlement/degree sequences. Students must register for one of the following:

| | |
|---------|--|
| SPE592A | Practicum/Teaching Children and Adolescents Challenged with Learning Disabilities |
| SPE592B | Practicum/Teaching Children and Adolescents Challenged with Behavior Disorders |
| SPE592C | Practicum/Teaching Children and Adolescents Challenged with Learning Disabilities and Behavior Disorders |

All degree seeking graduate status students who are working towards an M.Ed., M.A.T. M.S.Ed. or C.A.S. and Type 10 Certification in Learning Disabilities (LD) and/or Behavior Disorders (BD), are required to fulfill the student teaching practicum in public schools. Graduate students, in consultation with their faculty advisor and department chair, will choose one of the following options based on experiences, strengths and needs: (1) collaborative practicum for full-time employed experienced teachers; (2) summer student teaching practicum for full-time employed or less experienced teachers; (3) half-day student teaching practicum for less experienced teachers; and (4) full-day student teaching practicum for M.A.T. and inexperienced teachers. M.A.T. students must take student teaching practicum for 5 semester hours, while M.Ed., M.S.Ed., and C.A.S. students take a minimum of 3 semester hours.

All required program courses must be completed prior to taking the practicum. Students must make arrangements for practicum placement with the Special Education Program Coordinator at least two quarters before registering deadline (dates will be posted). Registration for student teaching practicum requires degree status in special education and consent of the Student Advisor and Program Coordinator.

Supervisory Endorsement (Special Education)

Students who earn the Type 10 Certificate are eligible for the supervisory endorsement on their Type 10 Certificate by adding two courses and meeting other state requirements. The two courses are:

| | |
|--------|---|
| EDL510 | Administration and Organization Development of Schools |
| SPE561 | Supervision of Programs for Exceptional Children and Adolescents. |

The other state requirements are:

1. Type 10 Certificate in each area to be supervised
2. Master's degree
3. At least two years of teaching experience in each area to be supervised
4. A minimum of eight semester hours of graduate professional education coursework which includes at least one course primarily and explicitly related to the supervision of personnel (see SPE 561 above), and one course primarily and explicitly related to the administration and organization of schools (see EDL 510 above).

It is recommended that students also take: SPE560 Organization and Administration of Programs for Exceptional Children and Adolescents.

The course SPE560 is not equivalent to or a substitution for the required state course, EDL510.

Administrator Approval (Special Education)

Individuals who earn the Type 75 Administrative Certificate are eligible for the Administrator Approval by meeting the following state requirements:

1. Proper Administrative Certificate (Type 75)
2. Master's degree
3. Required courses (30 semester hours distributed among these areas)
 - * Survey of exceptional children: SPE500
 - * Special methods course in three areas of exceptionality: SPE521, SPE531, SPE541, SPE542, SPE551
 - * Educational psychological diagnosis and remedial techniques: SPE501
 - * Guidance and counseling: EPS520
 - * Supervision of programs for exceptional children: SPE561

Individuals should already have taken an administration and organization of schools course (EDL510) for their Type 75 Certificate. It is recommended that students add SPE560 while earning the administrator approval.

Early Childhood Special Education

Students may earn an Early Childhood Special Education Approval on a Type 04 Early Childhood certificate or a Type 10 Special Education certificate by having the following 4 courses required by the Illinois State Board of Education:

| | |
|--------|--|
| ECE512 | Early Childhood Curriculum |
| EPS536 | Diagnostic Evaluation of the Preschool Child |
| SPE500 | Introduction to Exceptional Children and Adolescents |
| SPE510 | Speech and Language Development in Early Childhood/Special Education |

Bilingual Special Education

Students with an appropriate special education background may earn a Bilingual Special Education Approval by adding three courses and meeting all state requirements. These courses are:

| | |
|--------|--|
| CIL500 | Foundations in Language Minority Education |
| CIL505 | Methods and Materials for Teaching ESL |
| SPE570 | Assessment and Intervention for Language Minority Students with Disabilities |

The state requirements are:

1. The above three courses
2. Type 10 Certificate in an area of special education or Type 03 or 09 Certification AND a four course special education approval
3. Successful completion of a language examination in the non-English language of instruction

By adding specific courses and meeting state requirements, a Bilingual Special Education Approval can be earned by individuals with: elementary or high school certificates with bilingual education or ESL approvals; transitional bilingual certificates and two years of teaching experience; certification in guidance, school social work or school psychology. Please see page 94 for specific requirements.

Technology in Education

The graduate program in Technology in Education prepares educators to use technology effectively in their schools and to provide instructional leadership and technical support to other educators who use computer technology. Designed for teachers, resource persons, and administrators at all grade levels (K-12), the sequence in Technology in Education offers a unique opportunity to develop comprehensive knowledge and experience in the educational applications of computers and related technology. The program is committed to providing access to technology so that hands-on experience is offered in every class. Graduates of the program will be qualified as technology resource persons for their schools or districts.

- Specifically, students will be qualified to:
- provide leadership in applying new technologies
 - provide training and technical support for teachers using computers and related technologies in instruction
 - apply principles of effective instructional design to evaluate and design instructional software
 - use technology to access and display information, to organize and analyze information, and to evaluate information
 - teach problem solving and higher order thinking skills through the use of computer software, multimedia materials, and programming languages
 - plan lessons and develop curricular materials integrating technology across disciplines

The Technology in Education program is available to students who wish to pursue the Master of Education or the Master of Science in Education. For teachers who have master's degrees, the Certificate of Advanced Study offers the Technology in Education program as an advanced option. Courses from this program may provide a specialization within the Curriculum and Instruction program or may be taken as electives in the Master of Arts in Teaching degree in Elementary Education. Technology in Education may also be an area of minor concentration within the Doctor of Education degree in Instructional Leadership.

| Semester Hours | | | |
|---|---|---------|--------|
| | M.Ed. | M.S.Ed. | C.A.S. |
| Core Course Requirements (see pages 84-85) | 10 | 14 | 3 |
| Program Requirements | 11 | 11 | 11 |
| TIE500 | Introduction to Technology in Education | | 2 |
| TIE510 | Microcomputers for Information Management | | 2 |
| TIE531 | Instructional Design of Software | | 2 |
| TIE532 | Microcomputer Technology | | 2 |
| TIE593 | Seminar/Technology in Education | | 3 |

| Electives | 13 | 11 | 16 |
|---------------------|--|---------------|--------------|
| TIE511 | Applications Software in the Curriculum | | 2 |
| TIE512 | Problem Solving with Microcomputers | | 2 |
| TIE521 | Microworlds: Logo Programming Environments | | 3 |
| TIE535 | Teaching with Technology Across the Curriculum | | 2 |
| TIE542 | Telecommunications in the Schools | | 2 |
| TIE544 | Classroom Applications of Hypermedia/Multimedia | | 3 |
| TIE545 | Programming in HyperTalk | | 2 |
| TIE546 | Telecommunications in the Schools: Advanced Topics | | 2 |
| CPE550 | Desktop Publishing for the Classroom | | 1 |
| TIE551 | Desktop Presentation Software | | 1 |
| TIE553 | Computer Images and Video as Classroom Resources | | 1 |
| TIE554 | Local Area Networking in the Schools | | 2 |
| TIE555 | Advanced Networking in the Schools | | 2 |
| TIE585C | Using Technology in Teaching Science | | 1 |
| TIE585L | Using Technology in Teaching Mathematics | | 1 |
| TIE585N | The World Wide Web as an Educational Resource | | 1 |
| TIE594 | Independent Study/Technology in Education | | 1-3 |
| TIE599 | Thesis/Technology in Education | | 4 |
| RLL541 | Computers in the Writing and Reading Program | | 2 |
| Total Minimum Hours | M.Ed. 34 | M.S.Ed. 36 | C.A.S. 30 |

Doctor of Education (Ed.D.)

The doctoral programs in the College of Education are designed to prepare leaders in the field of education. Faculty and students in the programs form a broad based community of learners, engaging in critique of knowledge and in the active examination of the interrelationship of theory, research and practice. The doctoral programs built upon a tradition of excellence in teacher education stretching for over 100 years. Through advanced studies, the program extends National-Louis University and its National College of Education's tradition of providing quality education for educational practitioners, academic scholars, and researchers. Consistent with the strengths and quality of its graduate faculty, NCE offers doctoral programs in four main areas:

- Curriculum and Social Inquiry
- Educational Leadership
- Educational Psychology
 - School Psychology Concentration
 - Human Learning and Development concentration
- Reading and Language

Admission Procedure

Admission Criteria

Admission decisions are based on the following evidence: the completed application form, the applicant's academic record, professional experience, letters of reference, Graduate Record Examination (GRE) scores, a writing sample, and an interview. The process of admission occurs in two stages. First, the application, undergraduate and graduate transcripts, a resume that includes a description of professional experiences, letters of reference, and GRE scores are submitted to the Office of Graduate Admissions. In completing the application form, it is important that the applicant develops comprehensive application statements detailing professional and educational experiences and goals, as these written statements are used along with other evidence in determining the applicant's potential for success in pursuing the Ed.D. degree. Individual programs may require additional materials. Applications are reviewed by faculty from the respective doctoral programs.

A grade point average of 3.25 or better in master's level courses is required of all applicants. Letters of reference are to be completed on the forms provided. Two of the four required letters should be completed by persons associated with the applicant's recent graduate work and two by persons supervising the applicant's professional work.

All applicants to the doctoral program are required to take the General Aptitude Section of the GRE. Applicants should allow approximately six weeks for pencil and paper scores to be reported to the Office of Graduate Admissions; scores from the computer test are reported in about two weeks. The testing schedules and registration materials can be obtained by calling the Educational Testing Service at (847) 869-7700. The GRE institution code for National-Louis University is 1551.

Results from previously taken GRE tests are acceptable. Scores must be officially verified, either by Educational Testing Service or by the Registrar of a college or university to which the scores were previously submitted.

Because of the limited size of the doctoral programs, only a small number of applicants are selected to participate in the second stage of the admission process, which consists of the writing examination and the interview. The structured writing examination, involves a choice of one among four or five essay questions, is administered by National College of Education staff. The essay is read by at least three faculty members, in order to evaluate the applicant's organizational and writing skills.

Applicants are interviewed by faculty of the program to which application has been made. The objectives of the interview process are to establish that applicants have clearly defined goals for pursuing doctoral study, to determine that the applicants' goals may be met through the doctoral programs, to gain further information about the applicants and to clarify areas of concern, to provide an opportunity for applicants to ask questions about the programs, and to enable applicants to acquaint themselves with faculty in the programs.

Application Deadlines

Applications for admission to the doctoral programs are considered twice a year. The deadlines for submission of all application materials, including GRE scores, are January 15 for spring admission and May 1 for the summer and fall admission. All applicants are notified within a month whether or not they have been selected for the second phase of the admission process, consisting of the interview and writing examination. Final applicants are informed within two months concerning their status. Applicants denied admission may petition the Admission and Retention Council for review of their application.

Financial Aid

Students admitted to the doctoral programs are eligible for financial support. Because a major purpose of the doctoral program scholarship fund is to encourage doctoral students to take a year off from regular employment for full-time study, highest priority is given to students who plan to undertake doctoral study on a full-time basis for a given academic year. Such students are eligible for full or half tuition scholarships for one academic year if need is demonstrated. In addition, teaching, staff development, clinical, and research assistantships are often available to full-time doctoral students.

Remaining scholarship funds are available for new and continuing doctoral students who register for a half-time course load (four semester hours) or more. The typical award will cover the tuition of a two-semester-hour course during each of three terms of the academic year. Because the size of the scholarship fund is limited, priority is given to doctoral students on the basis of need first, and then, on the basis of merit. In addition, students registering for a minimum of ten semester hours during the academic year and summer and who are experiencing extreme need may also apply for financial aid.

Academic Policies

Residency Requirement

Students are required to take 20 semester hours in no more than five consecutive academic terms. Summer term may be excluded when calculating the 20 semester hours. Each program determines meaningful ways to involve students with faculty to ensure that the spirit of the traditional residency requirement is maintained.

Time Limit

The doctoral degree must be completed in eight years from the date of admission. Within this time frame, a student is expected to make regular and consistent progress, which is subject to periodic review.

Enrollment Requirements and Leave of Absence

Students are encouraged to register every quarter until the completion of their degree. Students who do not register for three consecutive quarters must request an official leave of absence. Petition for the leave of absence must be approved by the director of their individual doctoral program and the Director of Doctoral Programs. Students who are granted a leave of absence must still complete the program within the eight year time limit.

Students who have not been granted an official leave of absence and have not registered for three consecutive quarters, will be notified that they have been dropped from the doctoral program. An appeal to be reinstated, stating the reason for the inactivity, may be made in writing to the Admission and Retention Council.

Transfer of Credit

Transfer credit for 12 semester hours of post-master's course work from National-Louis University or other institutions offering graduate degrees is approved by the directors of the Doctoral Programs. Approval for transfer credit beyond 12 semester hours is obtained through petition to the Graduate Admission and Retention Council. Credit for courses taken more than 6 years prior to the time the student was admitted to the doctoral program is to be approved through petition to the Graduate Admission and Retention Council.

Educational Specialist Credits

The doctoral program requirements may be reduced by a maximum of 33 semester hours when a student has completed an Ed.S. degree and, as part of that program, has completed course and/or internship requirements that are also Ed.D. requirements. For students completing Ed.S. degrees at institutions other than National-Louis University, the reduction must not exceed 18 semester hours. Eligible students are to petition to the Director of

the doctoral program to which they have been admitted. Requests will be reviewed on a case-by-case basis to determine the number of semester hours by which the doctoral program requirements may be reduced. Credit for courses and/or internships taken more than 6 years prior to the time a student was admitted to a doctoral program are to be approved through petition to the Graduate Admission and Retention Council. Final approval for the program reduction must be obtained from the Director of Doctoral Programs and submitted with the National College of Education Doctoral Study Plan to the Registrar.

Doctoral Handbook

Additional procedures and policies regarding the doctoral programs are included in the Doctoral Handbook. Students are to consult both the catalog and the Doctoral Handbook to determine program requirements. The Handbook is available upon request from the Director of Doctoral Programs.

Degree Requirements

Each doctoral student is required to take core courses and research and dissertation courses. These required courses and their semester hour commitments are listed below. This common core represents areas of knowledge which the graduate faculty considers essential for all doctoral candidates in education.

Doctoral Core

(A revision of the doctoral core is underway at the time of this publication. Information about these changes will be available at a later date.)

| | | |
|--------|------------------------------------|------|
| CCD600 | Cognitive Psychology | 6 SH |
| CCD601 | Analysis and Design of Instruction | 2 |
| CCD602 | Systems and Communication Theory | 2 |

Research, Dissertation

| | | |
|--------|--|-------|
| ESR604 | Dissertation Proposal Seminar | 21 SH |
| ESR610 | Paradigms of Research | 2 |
| ESR612 | Empirical/Analytic Research I | 2 |
| ESR614 | Interpretive and Critical Research I | 3 |
| ESR616 | Empirical/Analytic Research II or | 3 |
| ESR618 | Interpretive and Critical Research II | 3 |
| CCD699 | Dissertation | 3 |

Comprehensive Examinations

Each program will administer a comprehensive examination. The examination, designed to help students integrate knowledge gained from the program, covers content of the area of concentration and the core courses. It is read by two faculty members and the program director. Further specification of examination format and timing is made by the faculty of each program (see the description of comprehensive examinations under each program).

Dissertation Requirements

Doctoral students will demonstrate the competencies associated with a traditional dissertation including: (1) the ability to analyze, synthesize, interpret, and discuss the implications of existing literature on a well-defined question; (2) the ability to formulate a problem and design a plan for its study; (3) the ability to analyze evidence critically and discuss its implications. Programs are responsible for determining their own policies for meeting these objectives.

Curriculum and Social Inquiry Doctoral Program

The Curriculum and Social Inquiry Program is designed to prepare high level scholar-practitioners to provide leadership in curriculum in school communities. The program emphasizes engagement in processes of critical reflection about issues of curriculum in relation to the school community and society. Curriculum is viewed not simply as taking place within classroom and schools, but as connected to larger social, cultural, political and historical contexts. Processes of critical reflection are characterized by problem-finding and problematizing, valuing of personal experience, fluidity and complexity of issues, and a sense of teaching and curriculum as political struggle.

Issues of content and teaching flow from essential curriculum questions: What knowledge is of most value? How is knowledge personally and socially constructed? In the distribution of knowledge, whose interests are being served? Curriculum is regarded in its broadest sense, as the constructing of a learning environment, with activities ranging from teaching to political activity. Curriculum is thought of as including its theoretical, practical, explicit, implicit, and received dimensions. Attention is given to both content-specific and interdisciplinary aspects of curriculum and teaching.

This program serves the needs of those people who are interested in influencing teachers and school communities. Students are encouraged to see their work as combining theory and practice, and themselves as activists, effecting change within the school and beyond.

Admission Requirements

In addition to admission requirements set forth by the Foster G. McGaw Graduate school, candidates for doctoral study in Curriculum and Social Inquiry are to have completed four years of successful teaching experience and/or show evidence of leadership in the educational field. During the admission interview, applicants are asked about their background, career goals, and the applicability of this program to their goals.

Program Requirements

63 SH 117

| | |
|------------------------------------|----|
| Doctoral Core | 6 |
| Research, Dissertation | 21 |
| Curriculum and Social Inquiry Core | 21 |
| Minor Concentration | 15 |

In addition to the core and research requirements, students will complete two types of course requirements specific to the program: the Curriculum and Social Inquiry core, and a minor area of concentration.

Curriculum and Social Inquiry Core

| | | |
|--------|--|---|
| CSI600 | Curriculum Theory: Historical, Philosophical, and Political Issues | 3 |
| CSI601 | Cultures of Schools and Communities | 3 |
| CSI602 | Curriculum Theory: Contemporary Issues and Practice | 3 |
| CSI603 | Curriculum Planning, Organization and Evaluation | 3 |
| CSI605 | Professional Development and School Change | 3 |
| CSI693 | Curriculum Seminar | 6 |

All of the courses, with the exception of Curriculum Seminar, in the 21-semester-hour Curriculum and Social Inquiry core, include a one-semester-hour field application designed to bridge theory and practice.

Minor Concentration

Each student is to choose at least one minor from areas which may include the following: Administration and Supervision, Early Childhood Education, Educational Psychology, Mathematics Education, Reading and Language, Science Education, Special Education, Superintendent Endorsement, and Technology in Education, and will complete at least 15 semester hours within the minor concentration.

Comprehensive Examination

The Curriculum and Social Inquiry comprehensive examination is taken after the completion of Core classes. It is to be passed by the student prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

Educational Leadership Program

The Educational Leadership Doctoral Program is designed to prepare individuals to serve in leadership roles in the areas of administration and supervision. Based upon an articulated set of student outcomes, a set of belief statements and principles, and a model of instruction for its faculty, the program emphasizes the difference between leadership and management. By combining course work and internship experiences, the program integrates theory, research, and practice into a cohesive plan of study for educational leaders. (Meets #75 Superintendent Certification)

In addition to admission requirements set forth by the Foster G. McGaw Graduate School, applicants for doctoral study in Educational Leadership are to document evidence of at least two years of district level leadership in the educational field. During the admission interview, the applicant is asked to share educational background, experience, career and research interests, and applicability of this program to the applicant's goals.

If the applicant does not possess a Type 75 Administrative Certificate upon entrance to the program, it must be earned by the program's completion.

Program Requirements 63 SH

| | |
|-----------------------------|----|
| Doctoral Core | 6 |
| Research and Dissertation | 21 |
| Educational Leadership Core | 25 |
| Internship | 8 |
| Elective | 3 |

Educational Leadership Core SH

| | | |
|--------|---|---|
| EDL601 | School Financial Management | 3 |
| EDL602 | Leadership and Management Strategies | 3 |
| EDL603 | Education Planning and Decision Making | 3 |
| EDL604 | Administrative Issues for Pluralistic Schools | 3 |
| EDL693 | Educational Leadership Seminar | 4 |
| ILD602 | School Policy and Politics | 3 |
| CSI603 | Curriculum Planning, Organization, and Evaluation | 3 |
| CSI605 | Professional Staff Development and School Change | 3 |

Internship

The internship is designed for individuals to develop professionally in administrative practice through the application of theory and research. The intern's responsibilities are defined by the cooperating administrator, intern, and academic advisor. The intern experience provides an opportunity for program planning, policy development, school improvement, community and staff relations, board relations, politics of governance and operations, and research.

The internship is offered under three options:

1. Full time for one academic year with a stipend paid by the cooperating organization
2. Part time for one academic year with one-half of the intern's time reserved for personal and professional commitments and the other half reserved for service in the cooperating organization, which provides a partial stipend
3. Extended two academic years with the intern completing administrative projects assigned by the cooperating organization. The extension minimizes conflicts with personal and professional commitments.

Relation to Educational Specialist Program

The Educational Leadership Doctoral Program may be reduced by 33 semester hours if a student has completed an Ed.S. degree in the Educational Leadership Department at National-Louis University. A reduction of no more than 18 semester hours may be granted to students completing the Ed.S. degree at other institutions. Any reduction must be approved by the Educational Leadership Doctoral Program Coordinator.

Comprehensive Examination

The Educational Leadership comprehensive examination is to be passed by the student prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

Educational Psychology Program

The Educational Psychology Doctoral program is designed to help students integrate theory, research, and practice in the fields of psychology and education. Through critical reflection on the literature and the practices in these fields, students gain a deeper understanding of the growth processes of individuals as well as those of learning communities. The Educational Psychology Doctoral program encompasses two program options: (1) Educational Psychology/School Psychology and (2) Educational Psychology/Human Learning and Development.

Educational Psychology/School Psychology

The doctoral level School Psychology program subscribes to the scientist-practitioner model and prepares individuals to work as psychologists in schools and other educational settings, to engage in research, to pursue clinical work in private or other clinical settings, and to pursue academic teaching posts. Individuals completing this option may be eligible to apply to sit for the Illinois Clinical Psychology Licensing Examination.

In addition to the doctoral level courses described below, students are to complete all courses required for School Psychology certification. Please see page 101 of the catalog for additional information about the School Psychology professional training program and certification requirements.

Program Requirements 63 SH

| | |
|-----------------------------------|----|
| Doctoral Core | 6 |
| Research Dissertation | 21 |
| School Psychology Core | 13 |
| Internship/School Psychology | 6 |
| Internship/Educational Psychology | 3 |
| Minor Concentrations | 14 |

Please see Internship section below for a description of the two internships.

School Psychology Core 14 SH

(A revision of the core is underway and information regarding these changes will be available at a later date. Students choose 14-15 semester hours from the following options with the exception of the seminar which is required.)

| | | |
|--------|--|---|
| EPD693 | Educational Psychology Seminar (required) | 3 |
| EPD648 | Human Development: Adulthood | 3 |
| EPD649 | Human Development: Adolescence | 3 |
| EPD650 | Human Development: Infancy and Early Childhood | 3 |
| EPD655 | Child and Adolescent Psychopathology | 3 |
| EPD565 | Communication and Personality Change | 3 |
| EPD692 | Theories and Practices of Mental Health Consultation | 3 |

Internship

The internship experience is composed of two parts and requires a total of nine semester hours. Of the nine hours, six must be taken as part of the year-long School Psychology supervised internship in school settings. This part of the internship must meet all state certification internship requirements.

Students interested in applying to sit for the Illinois Clinical Psychology Licensing Examination may need to complete a 12-month, pre-doctoral internship to partially meet Illinois licensing requirements.

An additional three hours of internship is designed to provide the student an opportunity for an applied experience in psychological and educational diagnosis, teaching, research or clinical areas. Together with a faculty advisor, the student develops an internship plan designed to provide an applied learning experience which integrates theory, research, and practice. The internship is conducted under the supervision of the faculty advisor and may occur in a variety of settings including university, public or private school, psychology clinic, hospital, or private sector.

Minor Concentrations

Students must take six semester hours in each of two minor concentrations, such as counseling psychology, curriculum and instruction, neuropsychology, developmental psychology, or special education to provide for breadth of knowledge in areas relevant to educational psychology.

The minor concentration in neuropsychology is intended to provide school psychologists with sufficient breadth and depth to conduct neuropsychological assessment and to function as liaisons between medical and school professionals. It is NOT intended to qualify school psychologists as neuropsychologists.

Educational Psychology/ Human Learning and Development

The Educational Psychology/Human Learning and Development Option is designed to prepare individuals for leadership and research positions in a broad range of educational settings, universities, and continuing education

programs for adults. Throughout the program, students critically reflect upon theory, research, and practice related to learning and development across the life span. Individuals whose undergraduate and master's degrees are not in psychology or education may be required to complete prerequisites in addition to the program requirements below.

Program Requirements 63 SH

| | |
|-----------------------------------|----|
| Doctoral Core | 6 |
| Research, Dissertation | 21 |
| Educational Psychology Core | 14 |
| Internship/Educational Psychology | 3 |
| Minor Concentrations | 12 |
| Electives | 7 |

Human Learning and Development Core 14 SH

(A revision of the core is underway and information regarding these changes will be available at a later date). Students choose 14-15 semester hours from the following options, with the exception of the seminar, which is required.

| | | |
|--------|--|---|
| EPD693 | Educational Psychology Seminar (required) | 3 |
| EPD648 | Human Development: Adulthood | 3 |
| EPD649 | Human Development: Adolescence | 3 |
| EPD650 | Human Development: Infancy and Early Childhood | 3 |
| EPD655 | Child and Adolescent Psychopathology | 3 |
| EPD656 | Communication and Personality Change | 3 |
| EPD692 | Theories and Practices of Mental Health Consultation | 3 |

Internship

The internship experience requires a total of three semester hours and is designed to provide the student an opportunity for an applied experience in psychological and educational diagnosis, teaching, research or clinical areas. Together with a faculty advisor, the student develops an internship plan designed to provide an applied learning experience which integrates theory, research and practice. The internship is conducted under the supervision of the faculty advisor and may occur in a variety of settings including university, public or private school, psychology clinic, hospital or private sector.

Minor Concentrations

Students must take six semester hours in each of two minor concentrations such as counseling psychology, curriculum and instruction, neuropsychology, developmental psychology or special education to provide for breadth of knowledge in areas relevant to educational psychology.

Electives

Seven semester hours of elective course work is to be selected on the basis of the student's professional goals and in consultation with the student's advisor.

Additional procedures and policies regarding Educational Psychology/School Psychology and Educational Psychology/Human Learning and Development are included in the Doctoral Handbook. Students must consult both the catalog and the Doctoral Handbook to determine program requirements.

Reading and Language Program

The doctoral program in Reading and Language is designed to prepare graduates who are interested in school-based leadership positions, advanced clinical work, or college teaching. It is distinguished by a close blending of theoretical and practical courses and experiences so that graduates are prepared as professionals with the competence to make a difference in their jobs. Rigorous course work and carefully supervised internships in clinical supervision, teaching, research, staff development and evaluation constitute the core of the preparation experience.

Admission Requirements

Prior reading course work, teaching experience, and/or certification are required for entry to the Reading and Language Program.

These requirements include one graduate reading course in beginning reading and a second graduate reading course in comprehension or secondary/content area reading. These two courses cannot be used toward the doctoral program. The four additional requirements can be used for graduate credit in the doctoral program:

1. Diagnosis of Reading Problems
2. Correction of Reading Problems
3. Introduction to Linguistics or Language Development
4. Children's, Juvenile, or Adolescent Literature

For promising candidates not demonstrating such preparation, appropriate course work is required as a pre- or post-admission requirement.

| Program Requirements | 63 SH |
|---------------------------|-------|
| Doctoral Core | 6 |
| Research, Dissertation | 21 |
| Reading and Language Core | 23 |
| Internship | 6 |
| Electives | 7 |

In addition to the doctoral core and research and dissertation requirements of the Graduate School, doctoral students in Reading and Language are to complete four types of course work: a core of five courses on topics central to the study of reading and language; a variety of internships; advanced reading and language electives; and general electives.

Individualization of programs occurs in the design of appropriate internship experiences and in the selection of advanced reading and language courses and electives. The course of study is planned by each student in consultation with the student's program advisor in accord with the needs and objectives of each student.

Reading and Language Core

| | | |
|--------|---|---|
| RLD600 | Language, Linguistics, and Literacy | 3 |
| RLD601 | Orthography and Word Recognition | 3 |
| RLD602 | Reading Comprehension: Research and Application | 3 |
| RLD606 | Instruction and Staff Development in Reading and Language | 3 |
| RLD607 | Theory and Research in Writing | 3 |

The 15-semester-hour Reading and Language Core provides basic knowledge concerning the history of reading research, current issues, and research methodology, with intensive study of such topics as language development, early reading acquisition, comprehension, writing, and staff development in a small seminar format.

Internship

A total of six semester hours is required in internships, which may include diagnostic teaching, staff development, publishing and research experiences in such settings as the classroom, the school, the University, the reading clinic or the private sector. Internships provide the opportunity for a student to acquire and apply knowledge about reading in a practical setting under close supervision.

Advanced Reading and Language Electives

Eight semester hours of 500 or 600-level reading and language course work are selected on the basis of the student's professional goals.

| | | |
|--------|---|-----|
| RLD603 | Historical Issues in Literary Research | 2 |
| RLD604 | Current Issues in Literacy Research | 2 |
| RLD694 | Independent Study in Reading and Language | 1-3 |

Electives*

* Seven semester hours of elective course work are selected on the basis of the student's professional goals and in consultation with the student's advisor.

Course Descriptions

The courses listed below are offered to meet the needs of educators, preprimary through high school, enrolling for graduate study at National College of Education. At the time of admission to graduate study, students, in consultation with an assigned advisor, select a program of study that best fits their needs and interests for which they have entrance qualifications.

Course Numbering System:

National College of Education

| | |
|---------|--|
| 400-499 | Upper level undergraduate/graduate courses |
| 500-599 | Master's level |
| 600-699 | Doctoral level |

First three alpha designations are codes for department or subject area. Fourth character indicates level.

Department/Subject Codes

| | |
|-----|---|
| CCD | Doctoral Core |
| CIC | Curriculum and Instruction |
| CIC | Education of the Gifted |
| CH | Humanities Education, Art and Music Education |
| CII | Instructional Media and Library Services |
| CIL | Language Minority Education |
| CIM | Middle School Education |
| CIN | School Nurse |
| CIS | Social Studies Education |
| CIW | Health Education |
| ECE | Early Childhood Education |
| EDL | Educational Leadership |
| ELE | Elementary Education |
| EPD | Educational Psychology, Doctorate |
| EPS | Educational Psychology |
| ESR | Educational Statistics and Research |
| FND | Foundations |
| IDS | Interdisciplinary Studies |
| ILD | Instructional Leadership |
| MHE | Mathematics Education |
| RLD | Reading and Language, Doctorate |
| RLL | Language and Literacy |
| RLR | Reading and Language |
| RLW | Writing |
| SCE | Science Education |
| SEC | Secondary Education |
| SPE | Special Education |
| TIE | Technology in Education |

581-589 Workshop: A workshop is intended to provide students with direct and focused experiences on specific topics, materials and/or approaches. A maximum of 6 semester hours of workshop credit may be applied toward a degree. The appropriateness of acceptability of workshops for degree credit should be determined in consultation with the student's advisor.

594 Independent Study: An independent study provides an opportunity for students to pursue advanced scholarly study in special areas where they seek further information, or wish to investigate a practical school problem. Special forms may be obtained from the Graduate Administrative Office and must be signed by the student's instructor, the student's advisor, and the dean of the graduate school. Prerequisite: Admission to degree program. On-campus registration.

599 Thesis: A thesis, required of all Master of Science in Education students, is a formal written document which investigates a theory or particular point of view and which is the result of disciplined inquiry. The student should present the thesis proposal signed by all members of the student's committee at the time of registration for thesis credit. Prerequisite: Research Design Analysis. On-campus registration.

699 Dissertation: Required of all doctoral students. The dissertation is initiated and produced by the student under the guidance of a dissertation committee. Guidelines for dissertation proposal and final document are outlined in the Doctoral Program Handbook. Prerequisites: Satisfactory completion of comprehensive doctoral exam and ESR604.

Doctoral Core

CCD600 Cognitive Psychology

Focus will be on contemporary theoretical models of information processing. Topics covered will include attention, short term and long term memory, encoding and retrieval mechanisms, categorization, and problem solving. Consideration will also be given to practical concerns of text comprehension, the structure of knowledge, and the understanding of language. Prerequisite: Advanced standing. 2 semester hours

CCD601 Analysis and Design of Instruction

An advanced course that examines alternative ways of thinking about classroom instruction. Past and current studies of teaching and instructional effectiveness are considered for their theoretical, methodological, and practical implications. Prerequisite: Advanced standing. 2 semester hours

CCD602 Systems and Communication Theory

This advanced level core course in the doctoral program focuses on the application of general systems theory to group and organizational life especially as it relates to public and private school settings. Emphasis will be placed on helping the

- 122 professional educator become a more effective consultant in working with fellow educators at different levels of hierarchical organizations. Prerequisite: Advanced standing. *2 semester hours*

CCD699 Dissertation

An independent study course in which the student works on a dissertation under the supervision of a faculty member. Prerequisite: Doctoral standing and consent of instructor. *1-4 semester hours*

Curriculum and Instruction

CIC500 Curriculum Theory: Historical and Philosophical Perspectives

This course is concerned with the theoretical foundations of the field of curriculum and their applications. *2 semester hours*

CIC503 Curriculum Design and Evaluation

Students in this course explore issues of curriculum design and evaluation as they are situated within larger historical, social, cultural, and political contexts. Curriculum models, processes, and materials are examined critically in light of underlying assumptions and values related to knowledge and cognition, human development, and social policy. Curriculum-making and assessment are treated as reflective, creative, and collaborative process involving attention to issues of diversity and equity, and engagement of a wide range of participants. *3 semester hours*

CIC504 Instructional Decision Making

This course examines the critical role of the teacher in the instructional decision making process. Focus is placed on analyzing various teaching practices in relation to their underpinning assumptions and current research. *3 semester hours*

CIC506 Elementary School Curriculum

Designed to acquaint the student with elementary curriculum patterns and practices. Analysis and discussion of current trends in curriculum development as it relates to prekindergarten through middle school. *3 semester hours*

CIC510 Techniques of Individualizing Learning

Studies of learning style, grouping practices, content or subject material, instructional objectives, instructional materials, learning environment, helps schedule, and learning contracts are involved in the course. *2 semester hours*

CIC514 Classroom Management

Exploration of philosophical and practical knowledge concerning the underlying premises and daily workings of elementary and/or middle school classrooms founded on variant principles. *2 semester hours*

CIC516 Teaching for Thinking

In this course students will investigate conceptions and perspectives on human cognition that relate to instruction in subject areas of the elementary school curriculum. Strategies for teaching to enhance cognitive processes and conceptual change will be emphasized. *3 semester hours*

CIC528 Curriculum and Instruction I: Theories, Foundations and Contexts

Students examine the theoretical, historical, multicultural, social and political foundations of curriculum which serve as frameworks for examining the curriculum and instruction experienced by students and teacher in classrooms. The course consistently investigates the personal dimensions of curriculum decision making and instruction methodology as contexts for interpreting these frameworks. (Offered in the Interdisciplinary Studies program only.) *3 semester hours*

CIC529 Curriculum and Instruction II: Analysis and Application

Students extend and apply conceptual frameworks of curriculum and instruction to more focused areas of study. These areas may occur in: (1) special topics or themes such as assessment, grouping practice/tracking, inclusion, integrative curriculum, technology; (2) concentrated research and application in selected content areas; (3) exploration of primary, intermediate, middle, secondary, and or adult levels as contexts for curriculum and instruction. (Offered in the Interdisciplinary Studies program only.) *3 semester hours*

CIC583 Workshop/Curriculum and Instruction/Contemporary Issues

1-4 semester hours

CIC584 Workshop/Curriculum and Instruction/Curriculum Materials

1-4 semester hours

CIC585 Workshop/Curriculum and Instruction/Instructional Practices

Cooperative learning theory and the effectiveness of cooperative learning methodology will be reviewed. Participants will experience cooperative learning throughout the course by means of cooperative strategies, heterogeneous grouping, team and class building, skill development, scoring and recognition, as well as classroom and lesson management. An emphasis will be placed on cooperative learning for multilingual and multicultural classes. Prerequisite: CIL500. *3 semester hours*

CIC587 Workshop/Curriculum and Instruction/Management and Discipline

1-4 semester hours

CIC590A Internship/Curriculum and Instruction

On-the-job experience in the role of change agent in a given educational program includes supervised responsibility for observation, evaluation, and possible in-service of staff thus involved in instructional changes and/or curriculum development. Prerequisite: CIC500. *2-5 semester hours*

CIC591 Field Study/Curriculum and Instruction

Provides teachers with an opportunity for an organized exploration of a relevant topic, issue or problem related to their current field of work (i.e., classroom, school or district). Teachers are encouraged to work with colleagues in the field-based program and/or with teaching colleagues on site where they pursue their exploration. (Offered in the Interdisciplinary Studies program only.) *3 semester hours*

CIC592 Seminar: Educational Inquiries

This course provides a culminating and integrating experience for students in the various Curriculum and Instruction programs. Students analyze the interrelatedness of relevant educational issues and engage the skills of reflective practice as they examine their own professional growth. Prerequisites: ESR500, ESR501, CIC504, CIC503. Because this is a culminating experience to the degree program, students are to take this course among the last three courses in their program, preferably in their final term. All exceptions must receive program coordinator approval. *3 semester hours*

CIC593 Seminar in Curriculum and Instruction

Provides a culminating and integrating experience for students studying curriculum and instruction. Students will be asked to explore, from the generalist point of view, the interrelatedness of curriculum and instruction, prekindergarten through secondary school. The seminar will also include critical analysis of learning acquired and the production of concrete evidence of accumulated learning. Prerequisite: Consent of department. *2 semester hours*

CIC594 Independent Study/Curriculum and Instruction

Provides teachers with the opportunity to investigate a topic, problem, or issue of specific relevance to their work with singular focus and depth. The topic(s) of choice may or may not be directly linked to classroom practice but should be of relevance to their individual goals and aspirations as a teacher. (Offered on campus and in the Interdisciplinary Studies program.) *1-3 semester hours*

CIC595 Selected Topics in Curriculum and Instruction

This course provides the student with the opportunity to explore current or specialized topics in the field of curriculum or instruction. *1-6 semester hours*

CIC599 Thesis

Required of all Master of Science in Education students; a formal written document that integrates a theory or particular point of view and results from disciplined inquiry. *4 semester hours*

CIC500 Identification and Characteristics of Gifted and Talented

This course provides a foundation for understanding the gifted and talented child and adolescent. It includes identification and characteristics of the gifted, history and philosophy of gifted education, investigation of the research on the talented, the gifted, and an overview of instruments for measurement of intelligence. *3 semester hours*

CIC501 Curriculum Models for Teaching Gifted and Talented

An overview of concepts of curriculum for gifted children as they relate to building or redefining a gifted program structure. Emphasis will be on models of curriculum for the creatively gifted and talented, for the academically gifted and talented,

and on curriculum for special gifted groups such as minority and preschool populations. The overall focus of this course will be on how to include critical and creative thinking skills in either a general or specific gifted curriculum. Prerequisite: CIC500. *3 semester hours*

CIC502 Instructional Strategies for Teaching Gifted and Talented

This course focuses on how to implement curricular models given in course 11-501A through specific classroom and program organizational structures, and will focus on how to use class discussion and projects to fulfill curricular goals of teaching critical and creative thinking skills. Prerequisite: CIC500. *3 semester hours*

CIC503 Advanced Methods and Materials for Teaching the Gifted

This course provides the advanced student with an opportunity to design curriculum based upon the research and program models introduced in the Basic and Intermediate Methods courses. *2 semester hours*

CIC510 Administration and Supervision of Programs for Gifted Children

Objectives of this course include assessment and evaluation of the program for gifted and talented in each participant's school district. A second course objective is to help program coordinators develop basic skills or strategies for change. *2 semester hours*

CIC513 Contemporary Issues in Gifted Education

This course includes the study of the special needs of gifted students, counseling and guidance of the gifted, as well as of diverse populations in gifted; i.e., bilingual, handicapped, disadvantaged, highly gifted. Current research in gifted education is also studied. Prerequisite: CIC500. *3 semester hours*

CIC520 Creativity and Giftedness—Theory, Assessment and Application

This course is designed to explore in detail the notion of human creativity. It is intended for a diverse population of parents, classroom, and gifted education teachers, and gifted program coordinators. The emphasis is threefold: (a) on an examination of the theoretical aspects of human creativity, (b) on an exploration of various related assessment techniques, and (c) on practical classroom application. *3 semester hours*

CIC582 Workshop/Gifted Education/Administration and Program Development

1-4 semester hours

CIC585 Workshop/Gifted Education/Instructional Practices

1-4 semester hours

CIC592 Practicum in Gifted Education

A supervised experience that allows students to apply their accumulated knowledge and skills in educating the gifted in a clinical setting. *1-4 semester hours*

- 124 **CIG593 Seminar in Teaching the Gifted**
A culminating integrating experience dealing with selected aspects of education of the gifted. Emphasis is on applying research findings and developing carefully articulated positions on major questions and issues. Prerequisites: CIG500, CIG513. 2 semester hours

CIG594 Independent Study/Education of the Gifted
1-3 semester hours

CIG595 Special Topics in Gifted Education
Provides the student with the opportunity to explore current or specialized topics in the field of education for the gifted. 1-5 semester hours

CIH500 Humanities in the Elementary School
Designed for elementary and middle school teachers. The place and function of the humanities in elementary education, instructional approaches for enriching classroom instruction in aesthetic and humanities education. Specific uses of art and music in curriculum and resources available. 2 semester hours

CIH510 Art Education
Designed to give graduate students who have had varying degrees of experience common ground whereby they can grasp the methods and theories of teaching art to children. Basic uses of materials will be stressed with those who have had little experience, while the more advanced students may carry on research in the area of interpretation and do work of a more advanced nature with the basic materials used by children. 2 semester hours

CIH511 Art Education/Special Education
2 semester hours

CIH512 Art Activities in General Education
Designed to help classroom teachers use art activities in the classroom in correlation with social studies, mathematics, science, and language arts. Provides an opportunity to explore and experiment with basic elementary tools, equipment and materials such as clay, plastics, leather, metal, wood. 2 semester hours

CIH520 Methods and Materials for Teaching Foreign Language in the Elementary School
Designed to acquaint participants with vital topics and strategies in the field of teaching foreign language in the elementary school; child development; the nature and function of language; strategies for teaching listening, speaking, reading, writing and culture; selection creation, use and evaluation of materials; and classroom management. Prerequisite: Two years of foreign language study or proficiency in another language. 2 semester hours

CIH540 Music Education for Teachers
Study of enriching music materials, evaluation of teaching methods and significant trends in music education, round-table discussions, and musical participation and research projects with consideration given to the growth and needs of each student. Prerequisite: An undergraduate music education course or equivalent. 2 semester hours

CIH541 Music Appreciation for Teachers
Understanding and enjoyment of music with a presentation of selected compositions that reflect human experience. Emphasis is given to works of various composers, periods, and styles that have appeal for young people in today's schools. 2 semester hours

CIH550 New Motivations in Classroom Sound/Speech/Movement
A focus on alternative ways to explore, extend, and adapt musical materials especially useful to the classroom. Skill and literacy development through involvement with musical expression. 2 semester hours

CIH582 Workshop/Art Education/Topic
1-4 semester hours

CIH583 Workshop/Art Education/Art History and Culture
1-4 semester hours

CIH585 Workshop/Humanities Education/Instructional Practices
1-4 semester hours

CIH587 Workshop/Music Education/Instructional Practices
1-4 semester hours

CIH591A Field Study/Art Education
An original exploration of a problem of issues in the field of art education. 1-6 semester hours

CIH593 Seminar/Art Education
Insight into the nature of the creative work of children as related to the physical, emotional and aesthetic aspects of child development. Exploration and discussion of various approaches to art education also included. 2 semester hours

CIH594 Independent Study/Humanities Education
1-3 semester hours

CIH500 Media Communications Strategies
An introduction to communication theory processes and systems, including a survey of studies in perception, learning, and creativity. An examination of human behavior will help to clarify theories of human interaction as they relate to the classroom. Anyone interested in improving his understanding of interpersonal communication processes as they may relate to the classroom environment will benefit from this course. 2 semester hours

CIH520 Selection, Utilization, and Evaluation of Instructional Media for Classroom Teachers
A laboratory approach is used to emphasize and develop sound principles of selection, utilization, and evaluation of the wide range of instructional equipment and materials available to schools. Classroom teachers will have ample opportunity to understand better the application of these technologies in the school and will develop the necessary skills to effectively implement their use. Areas of concentration will include media and instruction, projected visuals, audio media, multimedia systems, film, television, mediaware and media set-ups, and computer applications. 2-3 semester hours

CIH525 Application, Design, and Preparation of Instructional Materials for the School Curriculum
A laboratory approach is used to develop sound principles of design, preparation, and application of instructional materials for the school curriculum. Classroom teachers will have ample opportunity to develop new knowledge that will enable them to plan systematically for the use of media. Areas of emphasis will include visual literacy, instructional games, projected and nonprojected visuals, utilizing such newly acquired production skills as lettering, photographic copying and duplicating, dry mounting and laminating techniques, audio recording, and preparation of overhead projectiles. 2-3 semester hours

CIH530 Instructional Strategies for Learning Centers
Principles of effective selection, implementation, and management of child-centered activities, projects, and lessons are the primary focus. Emphasis also placed on instructional theories and strategies and the interrelatedness of the school curriculum, faculty, and learning center. 2 semester hours

CIH540 Organizing Audio-Visual Materials
Focuses on the special problems of cataloging and processing audio-visual library materials. Students must have prior knowledge of use of the Sears List of Subject Headings and the Dewey Decimal Classification and Relative Index. 2 semester hours

CIH545 Instructional Photography
Practical experience in the theory and application of visual literacy. Basic principles of black and white and color photography are applied to personal enjoyment and to the design and development of instructional materials. This laboratory course will assist even the novice in creating effective photographs, slides, and filmstrips. Prerequisite learning: Although not required, those students possessing a basic understanding of the principles of design will be able to achieve greater depth and perception into photographic composition. 2 semester hours

CIH547 The Creative Response to the Short Film
Seeks to introduce teachers to the techniques of presenting the short film to a class and of eliciting verbal and nonverbal responses at the intellectual and the affective level. This course utilizes intensive film viewing and discussion to develop the theoretical base from which the film medium can be directly and practically applied in the classroom. 2 semester hours

CIH584 Workshop/Instructional Media and Library Services/Curriculum Materials
1-4 semester hours

CIH585 Workshop/Instructional Media and Library Services/Instructional Practices
1-4 semester hours

CIH587 Workshop/Instructional Media and Library Services/Film
1-4 semester hours

CIH589 Workshop/Instructional Media and Library Services/Television
1-4 semester hours

CIL500 Foundations in Language Minority Education

This course provides participants with an understanding of the historical, political, sociocultural, and educational concepts and issues that affect linguistically and culturally diverse students in the schools. This interdisciplinary approach illuminates the formation of local, state, and federal policies regarding entitlement and appropriate school services for language minorities. Current theories of Second Language Acquisition (SLA), bilingualism, and sociocultural theories are explored for their pedagogical relevance, and specific program models are examined for their contribution to academic achievement. 3 semester hours

CIL501 Introduction to Linguistics for TESOL
This course introduces the following dimensions of linguistics: structure and history, language development, cognition and learning, communicative competence and language variation. Emphasis is placed on implications for Teachers of English to Speakers of Other Languages (TESOL). 3 semester hours

*Note: This course may be substituted for RLR512 Bilingualism & Reading: Linguistic Considerations in the ESL approval.

**For Adult TESOL, please note: If you need graduate coursework and/or a knowledge base for teaching adults, the recommended courses are CIL501, CIL531, and CIL505.

CIL505 Methods & Materials for Teachers of English to Speakers of Other Languages (TESOL)
Designed to prepare teachers in methodology for English to Speakers of Other Languages (ESOL). Participants consider theories of Second Language Acquisition, pedagogy, and language methodology as applied to classroom situations. Participants are guided in observing, preparing a teaching unit, and presenting lessons based on various theoretical schools and approaches: Cognitive-Code Language Learning, Comprehension-Based, Communicative-Interactionist, Affective-Humanistic, Aesthetic, etc. Participants also discuss the selection, use, and evaluation of ESOL books and materials as well as classroom arrangements and management. ESL, Bilingual & BIL Spec Ed required. Prerequisite: CIL500, CIL531, or CIL510. 3 semester hours

126 **CIL506 Methods and Materials for Teaching Bilingual Students**

A variety of instructional strategies appropriate for language minority students (K-12) will be reviewed. The process of becoming bilingual will be examined. Topics include cultural learning styles, teaching in content areas (science, social studies, math, and language arts), content area assessment, curriculum and program development, and managing a multi-level classroom. Bilingual Required. Prerequisite: CIL505. *3 semester hours*

CIL510 Assessment of Language Minority Students
Participants in this course explore the issues of assessment of second language learners as they are situated within larger historical, social, cultural and political contexts. Participants use theoretical models that account for the intersection of second language acquisition and academic achievement as a basis for creating and evaluating appropriate instruments for second language learners. Participants discuss issues in non-discriminatory assessment as they are related to mandated, alternative, and classroom forms of assessment. *3 semester hours*

CIL522 An Examination of Program Models for Limited English Proficient (LEP) Students
The applicability of various program models to the instruction of limited English proficient (LEP) students is discussed. The theoretical basis and characteristics of the following models are examined: 1) special education for exceptional LEP students; 2) compensatory programs; 3) emersion for majority background students; 4) English as a Second Language programs; 5) bilingual education programs. Considerations for student placement in each of these models is discussed. Prerequisite: CIL500. *3 semester hours*

CIL530 Cross Cultural Psychology
2 semester hours

CIL531 Cross Cultural Education
Culture and the dynamic process of acculturation, cultural conflict, and cultural creativity will be explored. Models for dealing with cultural diversity in US-American society and schools will be reviewed, focusing on the largest ethnic minority/marginalized groups in the participants' schools and neighborhoods. Participants will learn ethnographic techniques applicable to the study of any diverse groups. They will learn how to facilitate positive identity formation and how to create a cooperative learning environment by reducing the affects of bias, prejudice, discrimination, and ethnoracism in their teaching and in instructional materials. Participants will come to understand how attitude, expectations, and culturally relevant pedagogy affect the motivation and academic success of minority/marginalized students. *3 semester hours*

CIL532 Technology Applications for Linguistically and Culturally Diverse Students
The use of computers and interactive media in linguistically and culturally diverse classrooms is discussed in relation to current research. The selection and use of software and interactive media for use within content area instruction is also presented. Demonstrations of software programs and hands-on activities are incorporated into this course to provide teachers with the information necessary to successfully integrate technology into their classrooms. Prerequisite: CIL500. *3 semester hours*

CIL583 Workshop/Bilingual and Multicultural Education/Contemporary Issues
1-4 semester hours

CIL584 Workshop/Bilingual and Multicultural Education/Curriculum Materials
1-4 semester hours

CIL585 Workshop/Bilingual and Multicultural Education/Instructional Practices
1-4 semester hours

CIL594 Independent Study in Bilingual and Multicultural Education
Provides an opportunity for students to pursue advanced scholarly study or investigate a practical school problem related to bilingual and multicultural education. *1-4 semester hours*

CIL595 Topics in Bilingualism and Education
1-3 semester hours

CIN500 Introduction to Public Health Nursing—Theory and Practice
This two-semester hour course consists of classroom experience plus practicum components. It offers concurrent theory and nursing experience in community health nursing. The focus of the community health nursing component is on the role of the nurse in settings other than in-patient hospital settings. These settings allow for nursing practice at all levels in the provision of holistic health care and the ability to effectively communicate with others. *2 semester hours*

CIN502 Community Health Services
Examines the operation, philosophy, and capabilities of existing local (city, county, and state) health agencies. Examines the interrelationships between community agencies and schools. Career possibilities in the health care fields, noting training required, personal qualities needed, job availability, and tasks related to each career. *2 semester hours*

CIN504 Introduction to Community Health Problems
This two-semester hour course is designed to help the student identify leading contemporary health problems in the community. In addition, the student observes in different health agencies in order to acquire an understanding of the different functions and services offered in community agencies in the public, private, and voluntary sectors. *2 semester hours*

CIN508 Community Health: Nursing Practice, Theory and Contemporary Problems
This course consists of both classroom and supervised practicum components. It offers concurrent theory and nursing experience in community health nursing. It is also designed to assist the student to identify leading health problems in the community. The focus of the community health nursing component is on the role of the nurse in settings other than in-patient hospital settings. These settings allow for nursing practice at all levels in the provision of holistic health care and the ability to communicate with others. The course further allows the student to observe in a variety of health agencies in order to acquire and understanding of the different functions and services offered in community agencies in the public, private and voluntary sectors. *3 semester hours*

CIN510 Physical Assessment for School Nurses
A practical course with a focus on developing and refining assessment skills which include interviewing technique and physical examination techniques tailored to meet the needs of nurses practicing in school settings. Content will include the performance of a complete physical examination on a school aged child. Physical assessment skills will be discussed, practiced, applied within the framework of the nursing process of assessment, diagnosis or problem identification, planning, intervention, and evaluation. *2 semester hours*

CIN560 Issues in School Nursing (formerly CIN593 School Nurse Seminar)
In this culminating course, students will have the opportunity to review and synthesize course material and to consolidate internship experiences. The focus will be on the legal and organizational aspects of the public schools, the administration of the school health program, and the role of the school nurse as a health educator. This course is taken concurrently with the school nurse internship. *2 semester hours*

CIN590 School Nurse Internship
A ten-week supervised experience providing the school nurse intern an opportunity to explore school nursing methods, materials, and programs in public schools under the direct supervision of a certificated school nurse. An issues-related course in School Nursing is taken concurrently. Placement is in consultation with the program coordinator. *4 semester hours*

CIS480B Methods for Teaching Social Studies
Study methods of teaching social studies in the elementary school. The student is expected to demonstrate a knowledge of issues in social studies education as well as methods and materials for teaching social studies. Lesson planning, unit planning, and a variety of instructional strategies are stressed. Admission to M.A.T. Program or consent of M.A.T. Program Director required. Prerequisites: EPS500, EPS510, FND504. *2 semester hours*

CIS500 Methods and Materials for Teaching Social Studies in the Elementary School 127

Provides awareness of the currently developing trends in the broad area of the social studies in elementary education. Special attention is given to ways of fostering the basic skills required in group cooperation, the understanding and use of abstract concepts, the interpretation of social data and its application to social living, the techniques of social inquiry, and the assessment of values. Students are encouraged to pursue special studies related to individual concerns in teaching. *2 semester hours*

CIS502 Trends in Teaching Social Studies
An advanced course providing an analysis of trends in the social studies curriculum of the elementary school with special reference to selection of content, grade, placement of concepts and activities, methods of teaching, and use of community resources. The course is designed primarily for in-service elementary teachers. *2 semester hours*

CIS504 Asian Cultures/Language & Education
2 semester hours

CIS505 Asian American Experience: A Historical Perspective
2 semester hours

CIS510 Concepts in Social Science/Economics
Exercises and activities make economic concepts meaningful and useful to elementary and middle school teachers. *2 semester hours*

CIS511 Concepts in Social Science/Anthropology
Culture, language, race, diffusion, and change as key ideas for understanding diverse groups within the United States and around the world. Practice in using and adapting for the classroom the research tools of anthropology. *2 semester hours*

CIS512 Concepts in Social Science/Geography
Students will study the five themes of geography: location, place, human interaction with the environment, movement, and region. *2 semester hours*

CIS520 Area Study
Provides an understanding of the peoples of a particular cultural region, noting social, political, economic, religious, and aesthetic similarities as well as diversities. Includes enough history to understand contemporary affairs and foreign policy. Specific emphasis on the following areas of study:

CIS520A Area Study/Asia
2 semester hours

CIS520B Area Study/Africa
2 semester hours

128 **CIS520C** Area Study/Central and South America
2 semester hours

CIS520D Area Study/Europe
2 semester hours

CIS520E Area Study/Mexico & Caribbean
2 semester hours

CIS520F Area Study/Contemporary Italy
2 semester hours

CIS520G Area Study/Contemporary Britain
2 semester hours

CIS520H Area Study/Contemporary France
2 semester hours

CIS520I Area Study/Contemporary Germany and Austria
2 semester hours

CIS530 American Political Organization and Development (U.S.-Illinois History and Constitutions)

Provides the elementary teacher with a study of the functions of national, state, and local government in the United States and in Illinois. Recent developments in the distribution of powers, the distinctive character of American party politics and relations of government to the teacher as citizen are stressed. Familiarity with the form and substance of Federal and Illinois Constitutions is required. 2 semester hours

CIS583 Workshop/Social Science Education/Contemporary Issues
1-4 semester hours

CIS585 Workshop/Social science Education/Instructional Practices
1-4 semester hours

CIS587 Workshop/Social Science Education/Cultural Studies
1-4 semester hours

CIS591A Field Study/Social Science Education/Mexico

This course provides factual knowledge, along with direct observational experiences, and the honing of reflective and interpretive skills for understanding and teaching Mexican Americans, the largest language minority group in the United States, through their heritage culture: ancient Mesoamerican and the history, cultures, and geography of Mexico. The course begins with an orientation and class meetings in the United States (e.g., Chicago). Then participants travel as investigative explorers to Mexico where the coursework continues, and they learn to relate their knowledge to intercultural education and communication with Mexican Americans in the United States. 1-4 semester hours

CIS594 Independent Study/Social Science Education

Issues, perspectives, and practices in different cultural, geographic, and socioeconomic learning environments are identified and compared. 1-3 semester hours

CIS595 Selected Topics in Social Studies Education
Provides the student with the opportunity to explore current or specialized topics in the field of social services education. 1-4 semester hours

CIW500 Health Education in Elementary Schools
Provides teachers, specialists and administrators with a background of current information relative to health education in the elementary school. Emphasis on planning and directing healthy and safe learning experiences, media and methods, and the integration of health education into a total school program. 2-3 semester hours

CIW501 Drugs, Addiction and Children
Students gain an understanding of the pharmacological aspects of drugs and educational methods, which may be employed in teaching about drugs. 2 semester hours

CIW502 Curriculum in Elementary and Secondary School Health Education
Students will identify the cornerstones of an effective health education curriculum and will design age and grade-level appropriate units. 2-3 semester hours

CIW503 Family Life Education
Provides students with an awareness of developing trends in family living/sex education programs through the study and discussion of available information and resources basic to the topic. 2 semester hours

CIW504 Sex Education in the School
This course is designed to provide awareness of the currently developing trends in sex education and to develop a working background of current information relative to this field. 2 semester hours

CIW506 Recreation in School, Home and Community
Designed for teachers wishing to develop and enrich their knowledge of recreational activities. Programs, activities, materials, and techniques applicable to schools, city recreation departments, camps, and similar youth-serving agencies will be explored. 2 semester hours

CIW583 Workshop/Health Education/Contemporary Issues
1-4 semester hours

CIW594 Independent Study/Health Education
1-3 semester hours

CIW595 Special Topics/Health Education
Provides the student with the opportunity to explore current or specialized topics in the field of health education. 1-4 semester hours

Curriculum and Social Inquiry

CSI600 Curriculum Theory: Historical, Philosophical, and Political Issues

This course explores curriculum theories as they were created in particular historical and political contexts in the United States. Highlighted in this course will be an examination of changing and broadening concepts of curriculum, an understanding of beliefs and assumptions underlying various curriculum theories and practices, and an introduction to historical inquiry in the area of curriculum. 3 semester hours

CSI601 Cultures of Schools and Communities
This course examines school communities as complex socio-cultural settings affected by political, sociological and historical contexts. Students will integrate theoretical readings with fieldwork to analyze dynamics that affect teaching and learning within the institutional settings of schools, families, and communities. 3 semester hours

CSI602 Curriculum Theory: Contemporary Issues and Practice

Through this course students consider contemporary curriculum theories in relation to the social, cultural, political and historical movements in which they are embedded and the possibilities that curriculum theory offers for transforming educational practice. 3 semester hours

CSI603 Curriculum Planning, Organization and Evaluation

The purpose of this course is to identify and explore ways of thinking about curriculum planning, organization, and evaluation. Those areas will be considered through examination of contemporary curriculum proposals and ideas drawn from those prominent during any cycle of the course. The course will involve a field research project as well as group deliberation regarding whether and how various proposals and ideas might be included in ongoing curriculum plans in a school or district. 3 semester hours

CSI605 Professional Development and School Change

This course focuses on the nature, dimensions, and contexts of professional development in the field of education. Such professional development is examined within a framework of school change and recent history of school reform efforts. The course explores the instructional implications of professional development within this context. 3 semester hours

CSI693 Curriculum Seminar

Curriculum Seminar provides doctoral students with an opportunity to further immerse themselves in curriculum and social inquiry studies through selected readings, discussions, speakers, and related activities. Seminar also provides students with an ongoing community as they engage in scholarly work. Seminar is taken for 1 semester hour per quarter for a total of 6 SH. Three of the 6 SH must be completed in consecutive quarters. All 6 SH must be completed prior to the final dissertation hearing. Seminar is taken for a Pass or Fail grade which will be assigned after the completion of all 6 SH. 1 semester hour

Early Childhood Education

ECE500 Early Childhood Instructional Methods/Kindergarten

This course focuses on current research, trends, and instructional methodology in the education of kindergarten-aged children. It is designed for those desiring to implement practices that are developmentally appropriate and support current research on effective schools. Prerequisite: EPS500. 2 semester hours

ECE501 Early Childhood Instructional Methods/Primary/Language Arts and Social Studies

A comprehensive study of instructional methods for teaching language arts and social studies in the K-3 classroom. Includes methods for working with mainstreamed children and children in a multicultural setting. Preclinical experiences are required. Prerequisite: EPS500. 2 semester hours

ECE502 Preclinical Experiences

Directed observation and participation in a variety of early childhood settings. Includes experiences with infants and toddlers. Students also attend scheduled seminars to discuss observational techniques and current issues as they pertain to early childhood education. Preclinical experiences must be arranged in consultation with faculty; requirements are based on experience and certification needs. Prerequisite: Degree status in Early Childhood Education and consent of instructor. 1 semester hour

ECE505 Early Childhood Instructional Methods/Preprimary/Language Arts, Literature, Art, Music and Movement

A survey of instructional materials and methods and supportive learning environments for teaching language arts, literature, art, music, and movement to young children. Students identify, select, demonstrate, and evaluate appropriate activities and teaching strategies for infants, toddlers, and preschool-aged children. Includes discussion of multicultural understanding and adaptation of experiences for children challenged with special needs. Preclinical experiences required. Prerequisite: EPS500. 2 semester hours

ECE506 Early Childhood Instructional Methods/Preprimary/Mathematics, Science, and Social Studies

A survey of instructional materials and methods for teaching math, science, and social studies to young children. Students identify, select, develop, demonstrate, and evaluate appropriate activities and instructional strategies for infants, toddlers, and preschool-aged children. Students will also design and evaluate environments that support development of mathematic, scientific, and social studies concepts. Includes discussion of multicultural understandings and adaptation of experiences for children challenged with special needs. Preclinical experiences are required. Prerequisite: EPS500. 2 semester hours

130 ECE510 Child, Family and Community

This course presents theoretical structures for examining the dynamics of family life and its impact on the development of children, for understanding the cultural contexts in which children live and for examining the relationship between parents and schools. The present status of children and their families and the economic and social crises that face them will also be discussed. Students will have an opportunity to look at the personal and cultural filters through which they view children and the process of schooling. They will also have an opportunity to study existing community agencies that support children and their families and to discuss the issue of public and private advocacy. Prerequisite: EPS500 or equivalent. *3 semester hours*

ECE512 Early Childhood Curriculum

This course is designed to acquaint students with the basic concepts and principles of the early childhood curriculum. The emphasis of topics and readings is on numerous definitions of curriculum, orientations toward curriculum, curriculum models in early childhood education, and the philosophical underpinnings of approaches to teaching the young child. Emphasis is given to the concept of "developmentally appropriate practices," and taught to analyze its historical development and current criticisms. Finally, students are taught the role of the curriculum planner and approaches to child assessment and curriculum evaluation. (*Leadership & Advocacy program course is 3 semester hours*)

ECE513 Organization and Administration of Early Childhood Programs

An overview of organizational policies, procedures, and ethics of the profession as they relate to the administration of educational programs for children from birth to eight years old. Evaluates current licensing standards, laws, and regulations regarding health safety, and nutrition. Examines space and equipment usage for meeting program goals. Emphasizes the development of financial management and program evaluation skills related to overall program quality. Includes opportunities to apply key administrative/management concepts to practical experiences in the field. *3 semester hours*

ECE514 Social Policies and Advocacy in Early Childhood Education

This course provides an integrated study of the role of public policy with respect to services for young children and their families. Students will evaluate various coalition-building strategies and analyze existing political, regulatory, and legislative processes as they relate to children's issues and those concerning their families. Emphasis is on field experiences that help students develop effective advocacy skills to influence social policy at the local, state, and federal level. *3 semester hours*

ECE515 Financial and Legal Aspects of Child Care Management

This course examines the financial and legal issues pertinent to establishing and operating child and family service programs. Emphasis is given to the development of sound fiscal policy that

adequately addresses the issues of quality, compensation, and affordability. The course includes a survey of laws and regulations pertaining to licensing, insurance, children's records, affirmative action and employment provisions, inclusion of special needs children, parental rights, child abuse, and custody. Students will also analyze the legal requirements and tax provisions that relate to the operation of programs with differing legal status (e.g., sole proprietorship, partnership, or a not-for-profit corporation). *3 semester hours*

ECE524 Fundamentals of Public Relations and Grantsmanship

This course introduces the fundamentals of promoting and maintaining a positive public image in the community to prospective supporters, donors, and clients. It provides an overview of potential income sources as well as effective fund-raising strategies. Methods for conducting ongoing needs assessment and writing grant proposals will also be covered. Includes opportunities for students to gain proficiency in using public relations and grant-writing skills in their respective roles in different educational organizations. *3 semester hours*

ECE525 Strategies for Supervision and Staff Development

This course focuses on the human relations side of administering early childhood programs. It analyzes the objectives and functions of supervision and presents guidelines for recruiting, hiring, training, and evaluating personnel. Examines different conceptual models for understanding job satisfaction and the career stages through which teachers progress. Explores various individual and organizational strategies for reducing stress and promoting optimal performance. Provides opportunities for students to apply models of supervision and staff development in their respective educational settings. *3 semester hours*

ECE530 Children's Play

This course explores the nature of play and its role in the cognitive, social, emotional, physical, language, and creative development of children, birth through age eight. In addition, it examines the major theories of play, current research on play behavior, environments that support play, and the role of adults in facilitating play activity. Attention is given to the cultural contexts of play and the importance of play for children challenged by special needs. *2 semester hours*

ECE534 Technology in Child Care Administration

This course provides an introduction to computer technology as an administrative tool in the management of early care and education programs. Participants will learn how to select computer systems for their organization and develop criteria for choosing hardware, software, and peripherals. Hands-on experience in word processing applications, data base systems management, and accounting will be provided. Also included will be an introduction to the Internet, electronic networking, and other technology applications. *2 semester hours*

ECE536 The Director as Child Care Advocate

This course will provide an overview of the legislative process at the federal and state levels and suggest ways that early childhood directors can effectively lobby for change. Current state and national legislative issues pertaining to the health, education, and welfare of children will be discussed as well as recent activities of prominent advocacy organizations. A field experience will provide the opportunity to implement a child advocacy action plan. *1-2 semester hours*

ECE538 Individual and Organizational Perspectives on Adult Development

This course will examine key issues in adult development and socialization as they relate to the early childhood administrator's professional life and growth. Life-span and life-course literature from the fields of psychology, sociology, and anthropology will provide the theoretical framework. Topics covered will include personal dispositions and temperament, ethics and moral development, role perception and role stress, crisis and transition, autonomy vs. inclusion, and the changing nature of relationships over the life-span. The analysis, application, and integration of these themes will be done through narrative journal reflections, metaphoric analysis, and dialogue. *2 semester hours*

ECE540 Grantswriting and Fundraising for Early Childhood Programs

This course will examine grantswriting and fundraising as an integral part of an organization's strategic plan. Participants will develop short-range and long-range fundraising goals as they relate to program mission and philosophy. Topics included will be potential revenue sources and effective fundraising strategies for early childhood programs. Students will learn the components of an effective grant proposal and the reasons why many proposals fail to get funded. Field experiences will provide an opportunity for students will gain proficiency in conducting a fundraising event or writing a grant proposal for their early childhood program. *1-2 semester hours*

ECE542 Public Relations and Marketing of Early Childhood Programs

This course introduces the fundamentals of effective marketing, the strategic marketing process, strategic marketing planning, and the components of an organization's marketing program. The importance of promoting and maintaining a positive public image to parents, supporters, and prospective donors will be stressed. Included will be strategies for writing effective promotional literature, handbooks, newsletters, and press releases. Field experiences will provide an opportunity for students to develop a strategic marketing plan for their early childhood center. *1-2 semester hours*

ECE544 Early Childhood Environments: Design & Facilities Management

This course focuses on the physical environment of child care centers and how facility design affects the behavior of both children and adults. The principles of environmental psychology will provide the framework for assessing both indoor

and outdoor environments. Topics also include health and safety considerations and the importance of implementing effective facility management systems. Field experiences will provide an opportunity for students to evaluate design elements of different facilities. *1-2 semester hours*

ECE582C Workshop/ECE/Early Childhood Program Evaluation

Evaluation has assumed increased importance in early childhood education as program accountability has become a dominant theme for funding agencies. This course is designed for directors and administrators of early childhood programs who want to become better acquainted with the methodology of evaluating and improving programs through action research. It will provide an overview of the role and purpose of evaluation as well as firsthand field experience in using three instruments to assess program quality. *2 semester hours*

ECE582D Workshop/ECE/The Administration of School-Age Child Care Programs

This workshop examines the characteristics of quality programming for school-age child care. The advantages and disadvantages of different community models as well as funding and implementation issues relating to the management of school-age child care programs will be addressed. Students will gain field experience assessing the quality of school-age child care programs using one of several program evaluation instruments. This workshop may span more than one quarter. *2 semester hours*

ECE582E Workshop/ECE/Implementing a Family Responsive Program

This workshop examines the social, economic, and technological factors which impact upon families in contemporary society and the role of child care centers in supporting these families. Topics will include the director's role in achieving and maintaining quality, the principles of family friendly service, and Total Quality Management as it relates to family responsive policies and practices. Emphasis will be given to developing a mission statement as well as marketing, recruitment, and enrollment literature that promotes a positive family responsive image. Field experiences will assist students in exploring innovative ways to make their centers a part of a community-wide support system for parents. This workshop may span more than one quarter. *2-3 semester hours*

ECE582F Workshop/ECE/The New Director

This workshop provides an overview of organizational policies and procedures as they relate to the administration of educational programs for young children from birth to eight years of age. It is designed for new directors or assistant directors of early childhood programs. Topics include current licensing standards, laws, and regulations regarding health, safety, and nutrition. Issues pertaining to the use of space and equipment, financial management, and program evaluation will also be covered. Includes opportunities for students to apply key administrative/management concepts to practical experiences in the field. *2-3 semester hours*

132 **ECE582G Workshop/ECE/Writing and Editing for Effective Communication**

This workshop is designed for early childhood program administrators who want to improve their written communication. Participants will learn how to increase the readability, emphasis, and appeal of letters, memos, reports, handbooks, and promotional literature. A review of grammar, APA format, and editing symbols will also be included. *1 semester hour*

ECE584A Workshop/ECE/Multicultural and Anti-Bias Education

This workshop will assist early childhood educators in assessing and developing multicultural and anti-bias curriculum for their classrooms and programs. The meaning and context for multicultural and anti-bias education will be presented and explored with critical thinking and personal self-reflection utilized as the primary tools of evaluation. Historical, personal, and social implications of multicultural and anti-bias education will be examined. Participants will be encouraged to creatively brainstorm their own personal and professional motivations toward the topic. *1 semester hour*

ECE585R Workshop/ECE/The Reggio Emilia Approach

This workshop covers the fundamentals of the Reggio Emilia approach. Themes include: images of the child; collaboration between teachers, children, parents, and community; and planning using an emergent curriculum. Adaptations inspired by Reggio Emilia will also be covered. *2 semester hour*

ECE590 Internship/Early Childhood Education

The internship experience provides an opportunity to develop and refine teaching skills with children from birth through eight years of age. Placement is made in consultation with the faculty advisor in accordance with student's career goals and experience. Supervised experiences must be in approved programs. Students should make arrangements with their faculty advisor for placement two quarters before registering for internship credit. Prerequisites: Degree status, completion of methods course work and preclinical hours, and consent of department. *2-5 semester hours*

ECE593 Seminar in Early Childhood Education

This course is a culmination of advanced level course work in early childhood education. It is designed to advance the research, inquiry, writing and presentation skills of students as they prepare an extensive paper on a topic of their choosing and make oral presentations of their findings. Their topic must have relevance to practitioners and leaders in the field of early childhood. In addition, students will discuss the theoretical foundations of practice, current issues, and recent research in the field. *2 semester hours*

ECE594 Independent Study/Early Childhood Education

Provides students in degree programs an opportunity to pursue advanced scholarly study in special areas of early childhood education or to investigate practical problems relating to early childhood programs. Must be done under supervision of a full time faculty member. *1-3 semester hours*

Educational Leadership

EDL501 Educational Finance

The educational finance course is a practice oriented experience which informs the student about the historical perspective of funding schools and the significant role which the local property tax has played in school funding. The role of state and federal funding along with increasing state and federal control is reviewed. The purposes of general and categorical aid are discussed along with a review of the various categorical aid programs available through the state and federal governments. Issues of equity, adequacy and appropriateness in relation to the roles of local property taxes, as well as federal and state funding are identified. The ability and willingness to pay are reviewed. Students are required to review local and state budget documents, understand current technologies and formulate a school district budget as part of the course requirements. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. *3 semester hours*

EDL502 Educational Law and Governance

The law and governance course presents the legal and legislative bases of public education. The school code, federal and state court decisions, and federal and state legislation are studied and analyzed in this course. Along with general educational legislative issues, specific items such as substance abuse, employee discipline and dismissal procedures, and faculty and students rights are addressed. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. *3 semester hours*

EDL504 School-Community Relations

This course provides students with the knowledge and skills necessary for understanding the interaction between schools and their communities; initiating and maintaining effective communications among school personnel, families, students, and other community members; and developing educational policies and programs which best reflect the community's needs and desires. Interactive, participatory communications are emphasized to reduce isolation and increase responsiveness between constituency groups and the schools. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. *3 semester hours*

EDL506 Collective Negotiations and Personnel Administration

This course prepares the student to manage differences among individuals and groups in educational settings and to promote and maintain collaborative employer-employee relationships. Particular emphasis is given to the knowledge, strategies and skills needed for interest-based and strategic collective negotiation processes and outcomes, effective contract analysis and administration, and the appropriate involvement of employee organizations and leadership in educational renewal and decision making. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. *3 semester hours*

EDL510 Administration and Organization Development of School

This course acquaints each student with theories and strategies of leadership affecting administration and organizational development of schools. Specific attention is given to change theory, long range planning, decision-making process, motivational and social systems theories. This course provides students with a solid foundation in the research and practice of effective leadership in schooling. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. *3 semester hours*

EDL512 Communication Skills for School Leaders

Communication skills play an essential role in leading a school system. Listening, diagnosing, analyzing and responding skills are critical elements of quality leadership behavior. Specific communication strategies are suggested to enhance the effectiveness of the school leader at the organizational and individual levels. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. *3 semester hours*

EDL551 System and Staff Development

This course focuses on the leadership roles and responsibilities related to personal and professional development of staff within the school organization. The process of change for individuals and organizations is examined. Program planning models are reviewed and evaluated. Each student will apply skills in conducting needs assessments and developing planned change strategies for individuals and organizations. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. *3 semester hours*

EDL552 Administration of Curriculum

This course focuses on the roles and responsibilities of the administrator as an instructional leader and facilitator of the curriculum development process. Curriculum development theory is explored and existing models of curriculum planning are examined. Systemic change is addressed as a need for curriculum revisions or additions to meet the aspirations of an increasingly diverse and global society. Students will be exposed

to a large body of knowledge focused on cognitive development, leadership styles, assessment processes, research data collection and analysis, resource allocation and collaborative decision-making focused on the task of instructional leadership and facilitation. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. *3 semester hours*

EDL553 Supervising Instruction

In this course the student operationalizes the assumptions of nondirective and collaborative evaluation processes. The skills needed for effective supervision that result in professional development are developed and intensively practiced, including joint planning, observation and data collection, analysis of teaching and learning, and feedback. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional session to meet clinical expectations. *3 semester hours*

EDL554 System and Staff Evaluation

Summative evaluation of and within any system is critical to demonstrate continuous improvement of the system. Various skills and tools are needed to determine growth and informed decision making to improve the quality of evaluation. Understanding systems, educational and instructional, and how to improve them using quality process strategies are demonstrated within this course. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. *3 semester hours*

EDL581 Workshop/Educational Leadership/Leadership Strategies

1-4 semester hours

EDL582 Workshop/Educational Leadership/Supervision and Evaluation

1-4 semester hours

EDL587 Workshop/Educational Leadership/Policy Implementation

1-4 semester hours

EDL588 Workshop/Educational Leadership/Organizational Development

1-4 semester hours

EDL589 Workshop/Educational Leadership/Politics and Law

1-4 semester hours

EDL590 Clinical Internship/Educational Leadership
Practical administrative experience in cooperation with selected school administrators. Prerequisites: Acceptance in a degree program in Educational Administration or Curriculum/Supervision and consent of instructor. *2-5 semester hours*

- 134 **EDL591 Field Study/Educational Leadership**
1-4 semester hours

EDL593 Seminar in Educational Leadership
An advanced seminar dealing with current issues in administrating and supervising schools K-12. 2 semester hours

EDL594 Independent Study/Educational Supervision
Provides teachers with the opportunity to explore a topic of their own choice related to professional development and growth, educational supervision and educational leadership. Offered in the Interdisciplinary Studies program only. 3 semester hours

EDL594A Independent Study/Educational Leadership
1-3 semester hours

EDL601 School Financial Management
This course acquaints the student with the operational procedures and structures of public school finance in Illinois. It reviews the social, economic, and political consideration in financing education. The roles of federal, state, and local governmental financial support are also examined. 3 semester hours

EDL602 Leadership and Management Strategies
This course is designed to assist leaders in the management of change and deals with the developing strategies of implementing change. The theories and strategies discussed center on the individual, group, and organization. Each student is made aware that successful organizational change depends on effective diagnosis of subsystems within the organization, the organization's culture, and environmental forces. Strategies for team building, improving decision making in the system, and changing the culture of the organization are examined as a result of the diagnosis. 3 semester hours

EDL603 Educational Planning and Decision-Making
This course examines planning and decision making at both the policy and operational levels. It emphasizes individual, group, and organizational decision making. This course reviews decision-making theory, social, political and economic influences on planning and decision making, and the P.I.E. (planning, implementing, and evaluating) cycle of decision making. 3 semester hours

EDL604 Administrative Issues for Pluralistic Schools
This course is designed to develop in students an awareness of the pluralistic society in which we live and the impact of pluralism on schools. Students are expected to analyze and/or develop district policies relative to cultural pluralism in the schools. A field experience requires the student to make administrative recommendations to a school district regarding appropriate policies and procedures in a pluralistic setting. 3 semester hours

EDL690 Educational Leadership Internship
The Educational Leadership Specialist Internship is designed for selected individuals whose training and experience allows them to develop professionally through the application of theory and research to administrative practice. Interns will be placed in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effective leadership in district level administrative positions. The intern will engage in administrative activities directly related to district level functions such as finance, operations, personnel, and curriculum and instruction. Each student in the Educational Leadership Specialist Program is required to register for a total of 8 semester hours. 1-4 semester hours, variable credit per quarter.

EDL693 Educational Leadership Seminar
The intern seminar provides an opportunity for administrative interns to integrate practical experience with theoretical models addressed in the program course work. Students will meet with the seminar professor weekly to review the activities in which the interns are involved, share experiences, and products, discuss the degree of success achieved, analyze administrative styles of cooperating administrators, analyze interpersonal relationships and integrate these with the theoretical modes, processes and skills. 1-4 semester hours, variable credit per quarter.

Elementary Education

ELE580 Elementary Education: Practicum I
An introductory course of directed observation and participation in an elementary education setting (K-9 classroom) aimed at providing an overview of teaching and learning. The course integrates field-based experiences with on-campus seminars. During the course, students must complete a minimum of 30 preclinical hours at a specified school and attend all regularly scheduled seminars. This course should be taken during the first or second term of graduate study. 2 semester hours

ELE581 Elementary Education: Practicum II
An advanced course of directed observation and participation in an elementary education setting (K-9 classroom) aimed at providing a more in-depth experience prior to student teaching. The course integrates field-based experiences with on-campus seminars. During the course students must complete a second block of 30-50 preclinical hours in a different setting than ELE580. These hours must be spread over the length of the term. This is a university-supervised experience and students are observed in the elementary classroom. Attendance at all seminars is required. Students must apply two quarters in advance. All placements are made by the University. Prerequisites: Admission to the M.A.T. program, EPS500*, EPS510*, FND504, SPE500, ELE580 and any two methods courses. 2 semester hours

* These courses are under revision. Please see your advisor for a complete list of prerequisites.

ELE590 Student Teaching
This is the culminating experience of the professional education sequence. Students are placed in an elementary classroom, Kindergarten through Middle School, for a full-day experience. Attendance at on-campus professional seminars is required. Students must apply two quarters in advance and meet all application requirements. All placements are made by the University. Prerequisites: Admission to the M.A.T. program, completion of all professional education requirements, six or fewer general education requirements to be completed. 6 semester hours

ELE583A Workshop/Elementary Education/Beginning Teachers
This course is designed for beginning teachers, those in their first three years of teaching, aimed at providing support and assistance during this crucial time in the development of a teaching career. It is also intended to encourage continued professional growth. The class meets for the entire year; it begins Fall Quarter only and continues through Spring Quarter. (Cannot apply toward an M.A.T. degree.) Prerequisites: standard teaching certificate, current teaching position. 2 semester hours

ELE583 Workshop/Elementary Education/Contemporary Issues
1-4 semester hours

ELE585 Workshop/Elementary Education/Instructional Practices
1-4 semester hours

ELE591 Field Study/Elementary Education
1-4 semester hours

ELE594 Independent Study/Elementary Education
1-4 semester hours

ELE595 Selected Topics/Elementary Education
1-4 semester hours

Educational Psychology, Doctoral

EPD648 Human Development: Adulthood
Through this course students explore theory and research in human development from early adulthood through all adult years. An emphasis is placed upon the examination of sequences of life tasks inherent in a pluralistic society. Topics may include: history and research; biological, physical, and health issues; theories of adult development; cognitive functioning; social relationships; marriage; parenthood; and occupations and careers. Prerequisites: EPS500 or equivalent. 3 semester hours

EPD649 Human Development: Adolescence
Through this course students explore current research on the emotional, physical, social, and intellectual development of adolescents in pluralistic societies. Students are encouraged to critically examine literature on developmental challenges to youth at middle school and secondary school levels such as establishing an integrated identity, sex-role identification, peer group involvement, family relationships, values orientation, achievement motivation and career-vocational planning. Prerequisites: EPS500 or equivalent. 3 semester hours

EPD650 Human Development: Infancy and Early Childhood
The course involves an in-depth study of selected current topics in the areas of biological, cognitive, emotional, and social development in the early years of life. The latest trends in quantitative and qualitative research will be explored and the implications for educational intervention will also be considered. An emphasis will be placed on the development of children within the context of their family and diverse cultural communities. Prerequisites: EPS500 or equivalent. 3 semester hours

EPD651 Applied Clinical Neuropsychology
Designed to review neuropsychological theory and function with particular emphasis on higher cortical processes. Attention will be given to a wide range of formal and informal nondiscriminatory assessment tools and their relationship to school-related problems. The neuropsychology of reading, language, and learning disabilities will also be discussed. Prerequisite: EPS503, or consent of instructor. 2 semester hours

EPD652 Advanced Clinical Neuropsychology
Designed to review neuropsychological theory and function as it relates to Luria's model. Emphasis will be placed on the administration, scoring, interpretation, and clinical utility of the Luria Neuropsychological Battery and its screener. Issues of assessment bias will be addressed. Prerequisites: EPS503, EPD651. 2 semester hours

EPD653 Personality Assessment II: Uses of the Rorschach Test

Students will gain supervised experience in administering, scoring, and interpreting the Rorschach test. Theoretical, developmental, and multicultural issues applied to personality assessment are covered. Rorschach data will be integrated with other types of test data in report writing. Prerequisites: EPS517 and EPS531, or consent of instructor. 3 semester hours

EPD655 Child and Adolescent Psychopathology
This course covers psychopathology in children and adolescents. It includes current knowledge and issues about etiology, symptomatology, classification, and intervention from a variety of theoretical perspectives. Multicultural aspects of disorders are addressed. Prerequisites: EPS507 or equivalent, or consent of instructor. 3 semester hours

- 136 **EPD656 Communication and Personality Change**
This course is an introduction to Neurolinguistic Programming. Neurolinguistic Programming is based on principles derived from neuropsychology, psycholinguistics, communication theory, and computer theory. It elicits strategies of information processing and facilitates rapport, information gathering, and learning more effective communications skills and change techniques. Prerequisite: Consent of instructor. *3 semester hours*

EPD657 Psychopharmacology for School Personnel
Designed to review the most current models of the biochemical, pharmacological, and medical insights relevant to usage of the most widely used prescription drugs that school personnel encounter and should understand. This course will place emphasis on the critical review of literature, related use of drugs as well as their side effects, and alternative natural forms of therapy. It is not intended to be a medical course. Ethical issues relevant to school personnel will be emphasized. Prerequisites: EPS503, EPD651, EPD652, or consent of instructor. *2 semester hours*

EPD658 Brief Therapy and Interventions in Educational Settings

In this course students examine forms of brief therapeutic interventions which can be applied in educational settings. Students explore theories, research, and applications of short-term therapeutic methodologies. Topics include different cognitive therapies, neurolinguistic programming, and solution-focused therapy. Students apply these therapies for interventions with students, teachers, and families within educational systems. Prerequisites: admitted school psychology student, EPS520, EPS562D,E,F, or consent of instructor. *3 semester hours*

EPD690A Internship in Educational Psychology
Prerequisite: Consent of instructor. *1-6 semester hours*

EPD691 Field Study/Educational Psychology
1-4 semester hours

EPD692 Theories and Practices of Mental Health Consultation

This is an advanced course on consultee- and program-centered consultation and collaboration. Within a broader prevention paradigm, students critically examine consultation and collaboration theories and practices. Issues of consultation and collaboration within diverse cultural contexts are specifically examined. Prerequisites: admitted doctoral student, EPS520, EPS561, or consent of instructor. *3 semester hours*

EPD693 Educational Psychology Seminar

Students explore in-depth theoretical and research literature related to their own area of scholarly inquiry and their prospective dissertation research. The seminar also provides a context for critical reflection of students' prior research experiences. By integrating course work, research and practice, students prepare for the dissertation research and future leadership roles as doctoral level professionals. Prerequisites: Advance doctoral standing, consent of instructor. *3 semester hours*

EPD694 Independent Study in Educational Psychology
1-3 semester hours

EPD695 Selected Topics in Educational Psychology
1-3 semester hours

Educational Psychology

EPS500 Contemporary Survey of Child Development
This course explores current research major theoretical positions in child development. Course content includes the study of children's cognitive, social, emotional, physical, language, moral and perceptual development with special emphasis placed on understanding the integration of these developmental processes in normal child development and special challenges. The course includes opportunities for students to apply child development concepts to practical experiences in professional settings. *3 semester hours.*

The following variation is for students in the Early Childhood Leadership and Advocacy program only:

Explores current research and major theoretical positions in child development. Course content includes the study of children's cognitive, social, emotional, physical, language, moral, and perceptual development with special emphasis placed on understanding the integration of these developmental processes in normal child development. Includes field observations. Students learn to critique child development research and use the resources of the library and different computerized data bases to write a review of the literature on a selected topic.

EPS501 Psychology of Early Childhood
Presents theories of psychological development of children from birth through age six. Special consideration is given to the established norms of development, as well as the variants that may be expected in accordance with the child's physical development and social-environmental and experiential opportunities. *2-3 semester hours*

EPS503 Neuropsychology of Behavior and Learning
This course helps students develop an understanding of the basic structures, functions, and physiology of the central nervous system thought to underlie behavior and learning. The overall goal is to help students gain a better understanding of brain mechanisms and related physiological systems which mediate developmental, adaptive, and dysfunctional behavior. *2 semester hours*

EPS507 Abnormal Psychology
This course discusses psychopathology and abnormal modes of human functioning throughout the lifespan. Psychopathology will be examined from an integrated cultural, genetic, neurophysiological, psychogenetic, and social perspective. Etiology, symptomatology, and therapeutic interventions related to various psychopathologies will be examined critically. The use of DSM-IV for diagnosis and understanding of psychopathology will be discussed. Prerequisites: EPS505 or EPS500 or EPS510. *3 semester hours*

EPS510 Theories of Teaching and Learning
This course explores psychological theories and current psychological research applied to teaching and learning. Course content includes the study of learning theories from the cognitive, behavioral, information processing, and humanistic perspectives. Issues of assessment, diversity, classroom management, and motivation will be explored. Topics will be explored within the context of learning environments of various types. Students will critically analyze theoretical constructs and apply them to simulated educational situations and field experiences. Prerequisites: EPS500 or equivalent. *2 semester hours*

EPS517 Theory and Research in Personality and Social Psychology

The purpose of this course is to provide students with a foundation in personality and social psychology. Students review major principles and research regarding the individual in a culturally diverse society. Broad topic areas include personality theory, social interaction and communication, group process, and community relations. Students also explore applications of this work to current issues in education. Prerequisites: EPS500 or equivalent. *3 semester hours*

EPS520 Theories and Practices of Guidance and Counseling

This course provides graduate students with an understanding of the role of guidance and counseling in a variety of public and private settings. An in-depth presentation of different therapeutic strategies will be explored in order to provide the student with an opportunity to understand which treatment approaches are most appropriate given the individual and family problems which are frequently presented in counseling and/or therapeutic relationships. Students will have an opportunity to practice these strategies within the context of the class. Emphasis will be placed on how the psychologist working in the schools can integrate counseling techniques to facilitate therapeutic change. The application of counseling approaches to culturally diverse populations will also be explored. *3 semester hours*

EPS521 Theories and Applications of Group Dynamics in Educational Settings

This course provides students with the opportunity to examine and apply theories of group dynamics as they affect children and adults in diverse educational and therapeutic settings. Students will be encouraged to reflect on their own group experiences and will be required to analyze and communicate how group dynamics affect the functioning of individuals and groups as a whole within various cultural contexts. Prerequisites: graduate student standing, EPS500 or equivalent, or consent of instructor. *3 semester hours*

EPS523 Short-Term Family Therapy
In this course students examine general systems theory as applied to short-term family intervention strategies. Students critically evaluate current research and theories on which various forms of

therapy are based. Short-term models of therapeutic interventions applicable for educational settings will be examined. Prerequisites: admitted school psychology student, EPS520, EPS562D,E,F, or consent of instructor. *3 semester hours*

EPS524 Guidance Skills for the Middle School Teacher

Helps teachers develop practical, basic counseling skills that can be used within their own classrooms. Basic contents include: decision-making strategies, group dynamics and leadership theories, specific guidance techniques, and related literature, values clarification procedures, program design, diagnosis of individual needs, problem-solving techniques, self and peer evaluations, classroom climate development, guidance principles, and review of literature related to middle school students. Teachers in this course are asked to implement the skills in their classrooms and analyze the results. *2 semester hours*

EPS525 Group Dynamics and Leadership Applications

An analysis of social interaction in groups. Using systems theory as an integrating paradigm, this course is designed to deepen the students' awareness of how one affects and is affected by others in different group situations. Personal assessment is continuous throughout the course as students examine different ways of working effectively in groups as both leader and group member. Includes an analysis of leadership styles and principles of organizational climate as they relate to the organizational context of early childhood education at the primary and preprimary levels. (Offered in the Early Childhood Leadership and Advocacy program only.) *3 semester hours*

EPS526 Organizational Theory, Group Dynamics, and Leadership Applications

An analysis of social interaction in groups. Using Systems Theory as an integrating paradigm, this course is designed to deepen the student's awareness of how he/she affects and is affected by others in different group situations. Personal assessment is continuous throughout the course as students examine different ways of working effectively in groups as both leader and group member. Includes an analysis of leadership style and principles of organizational climate as they relate to the organizational context of early childhood education. Provides opportunities for students to apply the concepts of group dynamics and models of leadership in their respective educational settings. (previously called EPS-525 Group Dynamics and Leadership Applications). *3 semester hours*

EPS527 Group Theory and Classroom Applications
Students explore ways of working effectively in groups as a member and facilitator. Building on theoretical bases in social psychology and group dynamics, participants examine the functioning of groups in classrooms, schools and their own M.Ed. groups. A purpose is to deepen students' self-awareness, how they effect and are affected by others in group situations, and how member and leader roles interconnect. (Offered in Interdisciplinary Studies Program only). *3 semester hours*

- 136 **EPD656 Communication and Personality Change**
This course is an introduction to Neurolinguistic Programming. Neurolinguistic Programming is based on principles derived from neuropsychology, psycholinguistics, communication theory, and computer theory. It elicits strategies of information processing and facilitates rapport, information gathering, and learning more effective communications skills and change techniques. Prerequisite: Consent of instructor. *3 semester hours*

EPD657 Psychopharmacology for School Personnel
Designed to review the most current models of the biochemical, pharmacological, and medical insights relevant to usage of the most widely used prescription drugs that school personnel encounter and should understand. This course will place emphasis on the critical review of literature, related use of drugs as well as their side effects, and alternative natural forms of therapy. It is not intended to be a medical course. Ethical issues relevant to school personnel will be emphasized. Prerequisites: EPS503, EPD651, EPD652, or consent of instructor. *2 semester hours*

EPD658 Brief Therapy and Interventions in Educational Settings
In this course students examine forms of brief therapeutic interventions which can be applied in educational settings. Students explore theories, research, and applications of short-term therapeutic methodologies. Topics include different cognitive therapies, neurolinguistic programming, and solution-focused therapy. Students apply these therapies for interventions with students, teachers, and families within educational systems. Prerequisites: admitted school psychology student, EPS520, EPS562D,E,F, or consent of instructor. *3 semester hours*

EPD690A Internship in Educational Psychology
Prerequisite: Consent of instructor. *1-6 semester hours*

EPD691 Field Study/Educational Psychology
1-4 semester hours

EPD692 Theories and Practices of Mental Health Consultation
This is an advanced course on consultee- and program-centered consultation and collaboration. Within a broader prevention paradigm, students critically examine consultation and collaboration theories and practices. Issues of consultation and collaboration within diverse cultural contexts are specifically examined. Prerequisites: admitted doctoral student, EPS520, EPS561, or consent of instructor. *3 semester hours*

EPD693 Educational Psychology Seminar
Students explore in-depth theoretical and research literature related to their own area of scholarly inquiry and their prospective dissertation research. The seminar also provides a context for critical reflection of students' prior research experiences. By integrating course work, research and practice, students prepare for the dissertation research and future leadership roles as doctoral level professionals. Prerequisites: Advance doctoral standing, consent of instructor. *3 semester hours*

EPD694 Independent Study in Educational Psychology
1-3 semester hours

EPD695 Selected Topics in Educational Psychology
1-3 semester hours

Educational Psychology

EPS500 Contemporary Survey of Child Development
This course explores current research major theoretical positions in child development. Course content includes the study of children's cognitive, social, emotional, physical, language, moral and perceptual development with special emphasis placed on understanding the integration of these developmental processes in normal child development and special challenges. The course includes opportunities for students to apply child development concepts to practical experiences in professional settings. *3 semester hours.*

The following variation is for students in the Early Childhood Leadership and Advocacy program only:

Explores current research and major theoretical positions in child development. Course content includes the study of children's cognitive, social, emotional, physical, language, moral, and perceptual development with special emphasis placed on understanding the integration of these developmental processes in normal child development. Includes field observations. Students learn to critique child development research and use the resources of the library and different computerized data bases to write a review of the literature on a selected topic.

EPS501 Psychology of Early Childhood
Presents theories of psychological development of children from birth through age six. Special consideration is given to the established norms of development, as well as the variants that may be expected in accordance with the child's physical development and social-environmental and experiential opportunities. *2-3 semester hours*

EPS503 Neuropsychology of Behavior and Learning
This course helps students develop an understanding of the basic structures, functions, and physiology of the central nervous system thought to underlie behavior and learning. The overall goal is to help students gain a better understanding of brain mechanisms and related physiological systems which mediate developmental, adaptive, and dysfunctional behavior. *2 semester hours*

EPS507 Abnormal Psychology
This course discusses psychopathology and abnormal modes of human functioning throughout the lifespan. Psychopathology will be examined from an integrated cultural, genetic, neurophysiological, psychogenetic, and social perspective. Etiology, symptomatology, and therapeutic interventions related to various psychopathologies will be examined critically. The use of DSM-IV for diagnosis and understanding of psychopathology will be discussed. Prerequisites: EPS505 or EPS500 or EPS510. *3 semester hours*

EPS510 Theories of Teaching and Learning
This course explores psychological theories and current psychological research applied to teaching and learning. Course content includes the study of learning theories from the cognitive, behavioral, information processing, and humanistic perspectives. Issues of assessment, diversity, classroom management, and motivation will be explored. Topics will be explored within the context of learning environments of various types. Students will critically analyze theoretical constructs and apply them to simulated educational situations and field experiences. Prerequisites: EPS500 or equivalent. *2 semester hours*

EPS517 Theory and Research in Personality and Social Psychology
The purpose of this course is to provide students with a foundation in personality and social psychology. Students review major principles and research regarding the individual in a culturally diverse society. Broad topic areas include personality theory, social interaction and communication, group process, and community relations. Students also explore applications of this work to current issues in education. Prerequisites: EPS500 or equivalent. *3 semester hours*

EPS520 Theories and Practices of Guidance and Counseling
This course provides graduate students with an understanding of the role of guidance and counseling in a variety of public and private settings. An in-depth presentation of different therapeutic strategies will be explored in order to provide the student with an opportunity to understand which treatment approaches are most appropriate given the individual and family problems which are frequently presented in counseling and/or therapeutic relationships. Students will have an opportunity to practice these strategies within the context of the class. Emphasis will be placed on how the psychologist working in the schools can integrate counseling techniques to facilitate therapeutic change. The application of counseling approaches to culturally diverse populations will also be explored. *3 semester hours*

EPS521 Theories and Applications of Group Dynamics in Educational Settings
This course provides students with the opportunity to examine and apply theories of group dynamics as they affect children and adults in diverse educational and therapeutic settings. Students will be encouraged to reflect on their own group experiences and will be required to analyze and communicate how group dynamics affect the functioning of individuals and groups as a whole within various cultural contexts. Prerequisites: graduate student standing, EPS500 or equivalent, or consent of instructor. *3 semester hours*

EPS523 Short-Term Family Therapy
In this course students examine general systems theory as applied to short-term family intervention strategies. Students critically evaluate current research and theories on which various forms of

therapy are based. Short-term models of therapeutic interventions applicable for educational settings will be examined. Prerequisites: admitted school psychology student, EPS520, EPS562D,E,F, or consent of instructor. *3 semester hours*

EPS524 Guidance Skills for the Middle School Teacher

Helps teachers develop practical, basic counseling skills that can be used within their own classrooms. Basic contents include: decision-making strategies, group dynamics and leadership theories, specific guidance techniques, and related literature, values clarification procedures, program design, diagnosis of individual needs, problem-solving techniques, self and peer evaluations, classroom climate development, guidance principles, and review of literature related to middle school students. Teachers in this course are asked to implement the skills in their classrooms and analyze the results. *2 semester hours*

EPS525 Group Dynamics and Leadership Applications

An analysis of social interaction in groups. Using systems theory as an integrating paradigm, this course is designed to deepen the students' awareness of how one affects and is affected by others in different group situations. Personal assessment is continuous throughout the course as students examine different ways of working effectively in groups as both leader and group member. Includes an analysis of leadership styles and principles of organizational climate as they relate to the organizational context of early childhood education at the primary and preprimary levels. (Offered in the Early Childhood Leadership and Advocacy program only.) *3 semester hours*

EPS526 Organizational Theory, Group Dynamics, and Leadership Applications

An analysis of social interaction in groups. Using Systems Theory as an integrating paradigm, this course is designed to deepen the student's awareness of how he/she affects and is affected by others in different group situations. Personal assessment is continuous throughout the course as students examine different ways of working effectively in groups as both leader and group member. Includes an analysis of leadership style and principles of organizational climate as they relate to the organizational context of early childhood education. Provides opportunities for students to apply the concepts of group dynamics and models of leadership in their respective educational settings. (previously called EPS-525 Group Dynamics and Leadership Applications). *3 semester hours*

EPS527 Group Theory and Classroom Applications
Students explore ways of working effectively in groups as a member and facilitator. Building on theoretical bases in social psychology and group dynamics, participants examine the functioning of groups in classrooms, schools and their own M.Ed. groups. A purpose is to deepen students' self-awareness, how they effect and are affected by others in group situations, and how member and leader roles interconnect. (Offered in Interdisciplinary Studies Program only). *3 semester hours*

138 **EPS528 Human Development and Learning**

This course encourages teachers to bring a critical perspective to the study of major theories of human development and learning with particular attention paid to how such theories help teachers understand the contemporary issues and problems facing their students. Teachers will use field experiences and classroom application to sharpen their critical understanding of the place of such theories in their professional work. (Offered in the Interdisciplinary Studies program only.) *3 semester hours*

EPS529 Human Development and Learning II: Contemporary Issues

An analysis of contemporary issues and concepts in human development and learning. Students will conduct a project that investigates the impact of these issues and concepts on classrooms, schools, and community. (Offered in the Interdisciplinary Studies program only.) *3 semester hours*

EPS530 Diagnostic Testing/Individual Educational Assessment

This is an introductory course in the theories of psychological and educational assessment. Students critically examine the psychometric properties of a variety of assessment practices and procedures. Particular emphasis is placed on discussion of issues such as: bias in assessment, cultural and ethnic differences in test use and interpretation, ethical practices, reliability, validity, and test norms. Additional topics include: trends in assessment, such as portfolio and curriculum-based assessment; teacher-made tests; and classification of tests by purpose and by data collection means. Prerequisites: graduate student standing or consent of instructor. *3 semester hours*

EPS531 Assessment of Personality I

This course is an introduction to personality assessment where students learn personality assessment practices used in school settings. These include projective tests, rating scales, and checklists. Students learn to write reports incorporating assessment data. Issues of diversity and bias in assessment will be explored. Prerequisites: admitted school psychology student, EPS517, EPS530, or consent of instructor. *3 semester hours*

EPS532 Assessment of Cognitive Abilities

This course examines diverse models and methods of assessing cognitive abilities. Students practice and develop skills in the administration and scoring of the better developed and most commonly used cognitive ability measures. Non-discriminatory use and interpretation of intelligence measures, report writing, and the integration of information from multiple sources will be emphasized. Applications for special populations will be explored. Prerequisites: admitted school psychology student and EPS530, or consent of instructor. *3 semester hours*

EPS535 Assessment of Infants and Preschool Children/School Psychology

This course is designed to explore a wide variety of developmental and psychoeducational assessment procedures and techniques for use with infants and preschool children. This

course prepares school psychologists to conduct developmental assessments through the use of a variety of observational techniques, evaluation of play and the administration of cognitive ability measures. Instruments and techniques for evaluation of social, emotional, adaptive behavior, fine and gross motor and speech and language development will also be explored. Non-discriminatory use and interpretation of cognitive measures, the integration of information from multiple sources and report writing will be emphasized. Prerequisites: admitted school psychology student, EPS530, EPS532, or consent of instructor. *3 semester hours*

EPS536 Diagnostic Evaluation of the Preschool Child/Early Childhood Education

The purpose of this course is to provide deeper insight into the growth patterns of the preschool child and the types of diagnostic tests that will enable the student to determine a child's maturity level, stage of development, and possible impairment. Contemporary methods of child study that focus on all aspects of the developing child will be discussed. Nondiscriminatory use of standardized tests, rating scales, screening batteries, and diagnostic play techniques will be reviewed. Prerequisite: EPS500. *2 semester hours*

EPS537 Psychological Assessment of Students from Diverse Cultures and Language Backgrounds

This course is designed to address the issues and procedures related to assessment of diverse populations, particularly bilingual students. The impact of language and culture, as well as the legal aspects of assessing limited English proficient (LEP) children will be investigated. This course is designed to meet the partial requirements of the state of Illinois for certification as a bilingual psychologist. Prerequisites: EPS530, EPS532, or consent of instructor. *3 semester hours*

EPS538 Family Assessment and Intervention

This course includes an assessment of family's strengths, difficulties, and needs which relate to the child's development beginning in infancy. Topics include assessment techniques, interventions, and projected outcomes. Issues of diversity and bias in assessment and intervention will be explored. Prerequisites: EPS500 or equivalent. *3 semester hours*

EPS539 Cognitive-Behavioral Intervention in Schools

The purpose of this course is to enhance student understanding of cognitive-behavioral change programs for children and adolescents. Students review psychological theory on the connection between culture, cognition, and action as it relates to child behavior in the classroom. Students also apply this information to critique and develop culturally responsive intervention programs to support child or adolescent learning. Prerequisites: EPS500, EPS541, or their equivalents. Students in school psychology certification program must take this course concurrently with EPS562C. *2 semester hours*

EPS540 Introductory Seminar in School Psychology

The purpose of the School Psychology seminar is to involve students in the examination of the field of School Psychology from historical, cultural, and contextual perspectives. The emergence of School Psychology from within the broader field of professional psychology is examined. An exploration of multicultural issues in the practice of School Psychology occurs from both historical and contemporary perspectives. The seminar also introduces students to the ethical and professional issues in assessment, research and practice, and to roles and functions of the School Psychologist. Prerequisite: admitted school psychology student. Must be taken concurrently with EPS562A. *2 semester hours*

EPS541 Cognition and Instruction

This course is designed to provide students in education, special education, and educational/school psychology with an in-depth look at cognition as it relates to schooling in a diverse society. Different theoretical viewpoints regarding cognition and cognitive development are examined as well as empirical research. Critical discussion focuses on the relation of theory and research to instructional and assessment practices and to interdisciplinary efforts to create optimal contexts for all children's cognitive growth. Prerequisites: EPS500 or equivalent, or consent of instructor. Students in school psychology certification program must take this course concurrently with EPS562B. *2 semester hours*

EPS542 Observational Techniques for Teachers

The purpose of this course is to explore a wide variety of observational techniques available for use to teachers of diverse classrooms. Through the discussion and practical experience in the field students will examine different methods of data collection in relation to stated goals and objectives. The data will be analyzed reflectively for potential applications which are grounded in theories of child development. Ways of communicating the outcomes effectively to a variety of audiences will also be addressed. Prerequisites: a course in Child Development. *2 semester hours*

EPS560 Practicum in Individual Counseling

This practicum provides advanced level graduate students in School Psychology with direct experience in working with children and adolescents having behavioral and/or emotional problems. A variety of clinical intervention techniques are utilized as the student becomes familiar with the parameters of short-term, individual counseling. Prerequisite: EPS520, or consent of instructor. *2-3 semester hours*

EPS561 Theory and Practice of School-Based Consultation

This course is designed to examine psychological consultation models from several theoretical and applied perspectives. Students examine consultee- and program-centered consultation models from both the behavioral/ecological and the mental health perspectives. Students explore the delivery of school psychological services within a consultation framework as a means of promoting adaptive cognitive and psycho-social

functioning of children and adolescent and preventing or remediating learning and adjustment problems. Issues of cultural diversity in the delivery of consultation services are examined and discussed. Prerequisites: admitted school psychology student, EPS520, or consent of instructor. This course must be taken concurrently with EPS562D. *2-3 semester hours*

EPS562A, EPS562B, EPS562C

Practicum in School Psychology I: Reflective Observation of School Practices

This practicum series provides a variety of structured observational experiences in cooperating schools for school psychology students. Over a three quarter period, students shadow a school psychologist, observe and interview various school professionals concerning their roles and practices, observe a variety of classroom practices, interview teachers regarding their goals for various activities, and reflect upon and analyze in-depth a sample of these practices. An emphasis is placed upon understanding appropriate practices in culturally diverse contexts. Individual and group supervision is provided by NLU faculty and approved field-based supervisors. Prerequisites: admitted school psychology student, EPS562A must be taken concurrently with EPS540; EPS562B must be taken concurrently with EPS541; EPS562C must be taken concurrently with EPS539. *1 semester hour each*

EPS562D, EPS562E, EPS562F

Practicum in School Psychology II: Integrating Psychological Services

This practicum series is designed for students seeking state certification in school psychology. It provides a variety of clinical experiences consistent with the role of practicing school psychologists and with an emphasis on promoting an understanding and a responsiveness to human diversity. Over a three quarter period, students will engage in classroom observations, clinical interviews, consultation, diagnostic assessment of children experiencing learning difficulties, and individual and group counseling interventions with children. These experiences occur in the University's Center for Learning and/or cooperating school districts. Individual and group supervision is provided by NLU faculty and approved field-based supervisors. Prerequisites: admitted school psychology student, EPS520, EPS530, EPS531, EPS532, EPS540, or consent of instructor. EPS562D must be taken concurrently with EPS561. *2 semester hours each*

EPS581 Workshop/Educational Psychology/Humanistic Education

1-4 semester hours

EPS582 Workshop/Educational Psychology/Human Development

1-4 semester hours

EPS586 Workshop/Educational Psychology/Assessment

1-4 semester hours

- 140 **EPS587 Workshop/Educational Psychology/Behavior Management**
1-4 semester hours
- EPS588 Workshop/Educational Psychology/Therapy with Children**
1-4 semester hours
- EPS590 Internship in School Psychology**
1-6 semester hours
- EPS591 Field Study/Educational Psychology**
1-4 semester hours
- EPS593 Legal and Professional Issues in School Psychology**
This is the second in a two professional School Psychology courses (the first is EPS540) designed to critically examine historical, current, and emerging models of school psychological practices and legal issues. Students examine in-depth the following issues: ethical principles and codes of conduct guiding school psychological practices; legal history and mandates related to assessment, diagnosis, and intervention; and examination of multiculturalism and bias in assessment and other school related practices. Prerequisites: EPS540, last year in the School Psychology certification program prior to the internship. 2 semester hours
- EPS594 Independent Study in Educational Psychology**
1-4 semester hours
- EPS595 Selected Topics in Educational Psychology**
1-3 semester hours
- EPS599 Thesis in Educational Psychology**
1-4 semester hours

Educational Research

- ESR500 Introduction to Graduate Research**
This course provides an overview of the structure of educational research, construction of problem statements and hypotheses, use of library resources, and methodologies of educational research. Students also write a literature review and analyze several examples of educational research. Required for all master's degree students, this course should be among the first five courses taken in a master's degree program. 2 semester hours
- ESR501 Research for Teachers**
Students extend their ability to analyze and critically evaluate educational research studies, with an emphasis on quantitative measures. Topics covered in the course include hypothesis testing, sampling, measures of central tendency and variability, correlation and t-test, test score interpretation, reliability, and validity. Required for all M.A.T. and M.Ed. students. Prerequisite: ESR500. 2 semester hours

ESR502 Statistical Methods in Education

This course focuses on methods of analyzing quantitative data resulting from descriptive and experimental investigations. Topics include sampling, measures of central tendency and variability, correlation, t-test, and chi-square test. 2 semester hours

ESR503 Research Design Analysis

Brings together principles of research design and statistical procedures for the interpretation of education data and planning of educational studies. The course has two major objectives: learning intermediate level statistics, and writing the first draft of the thesis proposal. Students are strongly encouraged to discuss with their advisor a possible topic for their thesis before taking the course. This course should be taken as soon as possible after ESR502. 2 semester hours

ESR504 Tests and Measurements for Teachers

Students learn how to construct appropriate classroom tests which are related to their instructional objectives and how to interpret and use the results of these tests. Students become familiar with published standardized tests and learn how to use test results to improve instruction and for grading and reporting. Prerequisite: ESR501 or ESR502. 1 semester hour

ESR506 Graduate Research: Interpretive/Critical

Students explore the distinctions and relationships within and between the interpretive and critical paradigms. Various data collection methods such as observation, interview, document, and narrative are introduced and practiced in order to gain insight into the educational setting. Students plan, conduct, and present a research project. The course includes a 3-hour library session to help students learn how to use library resources. 2 semester hours

ESR507 Graduate Research: Empirical/Qualitative

Students acquire skills that enable them to conduct research in their own classrooms or educational settings and to extend their ability to critique research studies using quantitative measures. The course includes a discussion of the empirical/quantitative paradigm and its advantages and limitations. The course focuses on the use of quantitative methods that may be used by educators conducting research and reflecting on educational practice. Students plan and carry out a small-scale research study in their own area of interest using descriptive and inferential statistics. Topics related to assessment, such as norms, reliability, and validity, will also be introduced. Prerequisite ESR506. 2 semester hours

ESR510 Action Research I: Educational Research: Purposes, Assumptions and Practice

Introduces traditions and conceptions of action and interpretive research. The course emphasizes the role of teachers as researchers of their own practices and contexts. Teachers begin to explore their classrooms as complex systems shaped by interpersonal, cultural and political/structural dynamics. Teachers build a framework as they begin their action research project. (Offered in the Interdisciplinary Studies program only.) 3 semester hours

ESR511 Action Research II: Ways of Knowing

Focuses on teachers as researchers, to help them experience their classrooms as dynamic places of interaction, inquiry, and reflection. Teachers identify and critique relevant literature as they conduct an action research project. Through recursive cycles of planning, implementing, observing, reading, conversing with colleagues and interpreting, they analyze their data as a means to make meaning of classroom experience. (Offered in the Interdisciplinary Studies program only.) 3 semester hours

ESR512 Educational Research I: Design

This course provides an overview of the structure of educational research, construction of problem statements and hypotheses, utilizing resources, research design and methodology. Students develop a research proposal related to their own classroom or professional work environment and begin collecting data. They are guided in the use of library resources, various bibliographic tools, computer word processing and ethical research practices to aid them in their research project. 3 semester hours

ESR513 Educational Research II: Application

Culmination of the field research project. This course provides the student with the research tools needed to organize, analyze, and present qualitative and quantitative data, including descriptive and inferential statistics. Also, research ethics are examined for their importance in early childhood education. Implications of educational research for professional practice in different educational settings is an integral focus of this course. 2 semester hours

ESR591 Action Research III: Reflecting On and Sharing the Ways of Knowing

This course marks the transition from conducting a systematic active research study to a more conscious awareness of the integrated nature of daily teaching and informal researching. Teachers reflect on their data, construct patterns, note changes in their practices and prepare a product communicating what they have learned. They explore ways to continue in an ongoing fashion the self-assessment process of reflective practitioners. (Offered in the Interdisciplinary Studies program only.) 2 semester hours

ESR592 Extending Action Research

This course provides the student with the opportunity to explore current or specialized topics in the field of educational research. The emphasis is on action research projects, writing for publication, presenting results of research at professional meetings and extending professional contacts through a collegial teacher research support group. This course assumes students have background knowledge in research. (Offered in the Interdisciplinary Studies program only.) 3 semester hours

ESR594 Independent Study/Educational Testing, Evaluation and Measurement

1-3 semester hours

ESR595 Special Topics in Research

This course provides the student with the opportunity to explore current or specialized topics in the field of educational research. 1-6 semester hours

ESR604 Dissertation Proposal Seminar

The primary goal of this course is for students to develop the proposal for their doctoral dissertations or equivalents. This will involve definition of a research problem, review of the related literature, and design of appropriate procedures and instruments for pursuing the problem. As part of the class activities, students are also exposed to the research problems, related literature reviews, and methodologies developed by students from each of the other doctoral programs. Prerequisites: ESR610, ESR612, ESR614, ESR616 or ESR618. The completion of comprehensive examinations is also recommended. 2 semester hours

ESR610 Paradigms of Research: Alternative Ways of Knowing

This team-taught course situates educational research and knowledge within a philosophy of science framework. This approach necessitates an examination of epistemologies - alternative ways of knowing the world - and how each in turn shapes and is shaped by the practice of education. The course is organized around three distinct paradigms in social science research: the empirical-analytic, interpretive and critical. This course explores the implications of these paradigms for critiquing, conceptualizing and conducting research in education. Prerequisite: ESR500. 2 semester hours

ESR612 Empirical/Analytic Research I

This course will take a case-based approach to exploring the assumptions and techniques of empirical/analytic research. Students will examine in detail one or two cases of research to understand how researchers develop questions and examine data that arise from an empirical study. Inferential statistical techniques will be discussed in the context of a research case. Students will analyze and interpret both the case data and data of their own in the discussion of empirical/analytic research. Prerequisite: ESR502, ESR610. 3 semester hours

ESR614 Interpretive and Critical Research I

This course is intended as an introduction to the theoretical, conceptual and methodological genres that constitute interpretive and critical approaches to research. These traditions and genres will be exemplified, compared and critiqued through individual research projects, written and visual case studies, and course readings. Various research methods, such as observation, interviews, document and narrative analysis will be introduced and practiced. Prerequisite: ESR500, ESR610. 3 semester hours

142 ESR616 Empirical/Analytic Research II

This course uses a case-based approach to explore issues that arise in empirical/analytical studies when multiple measures are available from individuals or groups. The course builds on the discussion of the previous course ESR612 to examine inferential statistical techniques for multivariate data. The assumptions, design and limitations of empirical/analytical studies that use multiple measures will be addressed. Multivariate statistical techniques will be discussed in the context of one or two cases of data and data generated by students. Prerequisite: ESR502, ESR610, ESR612. *3 semester hours*

ESR618 Interpretive and Critical Research II

In this course, which builds on the understandings and skills emphasized in ESR614 (Interpretive and Critical Research I), students have the opportunity to conceptualize, propose, conduct, analyze, interpret and present, in written and oral forms, a course-long research project. The empirical bases that interpretive and critical research provide for a holistic understanding and critique of educational settings and processes are examined. Class presentations by students, of their work-in-progress, structure the course organization as research issues and methods are addressed and analyzed as they emerge. Prerequisite: ESR500, ESR610, ESR614. *3 semester hours*

Foundations**FND503 Historical and Philosophical Foundations of Early Childhood**

This course explores the rich historical and philosophical antecedents of programs for young children. Its scope extends from Plato to the present day with comparisons and contrasts made between earlier educators and leading theorists of the present era. Some cross cultural comparisons are included. *3 semester hours*

FND504 History and Philosophy of Education

The course examines key turning points in American educational history. It locates educational transformation within social, political, and economic developments, and emphasizes the complex relationship between leading educators' ideas and educational change. Required for all master's degree students. *2 semester hours*

FND505 Perspectives on Contemporary Issues in Education

This course introduces students to major debates about contemporary educational policy in the United States. It draws on the social sciences, humanities and comparative studies to illuminate essential issues. *2 semester hours*

FND509 Educational Foundations

In this course teachers will examine their own educational beliefs, personal values, and instructional practices in light of historical issues and approaches to education. This course will emphasize that the structural condition of schools and what gets taught in schools is deeply embedded in the social and political

context of a particular time. There will be an emphasis on teachers making connections between current and historical practices in order to analyze alternatives to current practices. Through dialogue, interviews, readings, and other activities, teachers will explore issues of equity and social justice for all children. *3 semester hours*

FND546 Perspectives on and Administration of Educational Policies (formerly EDL545 and FND545)

This course focuses on the conceptualization, adoption, implementation, and assessment of educational policies. It involves the analysis policies in relationship to their suitability for achieving preferred aims of education, particularly through the use of a case study approach. It is attentive to the ways historical, political, legal, social, and institutional contexts shape administrators' and other policy makers' ability to initiate, implement, modify, or resist given policies. Special attention is devoted to policy making at the local level. Toward this end, authority relations within school systems are examined, and relationships between the formal mechanisms of school governance and various stakeholders are explored. *3 semester hours*

FND591 Field Study/Educational Foundations

2 semester hours

FND594 Independent Study/Social Foundations of Education

Students have the opportunity to pursue an area of interest under the guidance of a faculty member in Foundations. *1-4 semester hours*

Interdisciplinary Studies**IDS560 Integrated Curriculum I: Philosophical and Theoretical Foundations**

This first course in a two-course sequence focuses on the idea of curriculum integration in the K-12 schools. In contrast to the traditional arrangement of schooling into separate subjects and time periods of the day, there is an enduring and strengthening paradigm of education which aims for a more holistic, integrated set of learning experiences for students. This initial course focuses on the roots, reasons, characteristics, and politics of the integrated-learning paradigm. Topics include the historical evolution of both the separate-subject curriculum and the various integrated alternatives which have arisen in the past; the theories of learning and human development which support curriculum integration; and the key ingredients of classroom curricular integration. The course takes the integrated paradigm as its own, and providing a demonstration of such holistic learning by intertwining the study of above elements, which might ordinarily be taught separately. *3 semester hours*

IDS561 Integrated Curriculum II: Practical and Political Aspects of Implementation

This second course in a two-term sequence focuses on the enduring concept of integrating learning in the K-12 schools. In contrast to the traditional arrangement of schooling into separate subjects and time periods of the day, there is an emerging paradigm of schooling which creates a more holistic, integrated set of learning experiences for students. This second course in the sequence focuses on the practical features observation, critical appraisal, design, implementation, and evaluation of integrated curriculum experiments in real classrooms. The course takes the integrated paradigm as its own, and providing a demonstration of such holistic learning by intertwining the study of above elements, which might ordinarily be taught separately. *3 semester hours*

IDS590 Internship in Curriculum and Teaching

The Internship in Curriculum and Teaching is designed specifically for students enrolled in the Leadership in Curriculum and Teaching Educational Specialist Field Program. The internship is an integrated part of the intact group experience comprising one strand among several. Rather than a culminating experience, the internship is intended to parallel coursework in group theory, leadership, classroom culture, curriculum theory and evaluation, and staff development. Interns are encouraged to work collaboratively on meaningful projects intended to affect change in school policies and procedures. NLU faculty, school personnel associated with the internship site, and participating interns will be responsible for monitoring the internship. Each student in the Curriculum and Teaching Specialist Field Program is required to register for a total of nine semester hours. Prerequisites: Acceptance into the Curriculum and Teaching Educational Specialist Field Program and enrollment in Term 1. *1-4 semester hours. Variable credit per quarter.*

Mathematics Education**MHE450 Mathematics for Elementary School Teachers**

This is a basic mathematics content course for prospective and in-service elementary school teachers. It examines fundamental concepts and procedures underlying the major areas in a comprehensive elementary mathematics curriculum. Students "learn by doing," using the type of activity approach they should practice in their own classrooms. *3 semester hours*

MHE480B Methods for Teaching Elementary School Mathematics

This course, intended for students preparing to become certificated teachers, addresses methods, materials, and instructional issues in teaching mathematics in elementary school. It is designed to help future teachers develop knowledge, skills, and beliefs that enhance their ability to teach mathematics to children. Prerequisites: EPS500, EPS510, satisfactory completion of the mathematics coursework required for the Illinois Standard Elementary (K-9) Teaching Certificate and a passing score on the ISBE Basic Skills Test; M.A.T. students only or consent of M.A.T. program director. *2 semester hours*

MHE482 Methods for Teaching Primary Grade Mathematics and Science

This course, intended for students preparing to become certificated teachers, addresses methods, materials, and instructional issues involved in teaching mathematics and science in the primary grades. It is designed to help future teachers develop knowledge, skills, and beliefs that enhance their ability to teach mathematics and science to children. *2 semester hours*

MHE485 Advanced Methods for Teaching Middle School Mathematics

This course builds upon the methods of teaching general elementary school mathematics through an in-depth focus on the curriculum, methods, materials, and issues involved in teaching mathematics in the middle grades (grades 6-8). This fulfills the methods course requirement for the state endorsement in middle school mathematics on the type 03 (K-9) certificate. Prerequisite: MHE480A, MHE480B or equivalent. *3 semester hours*

MHE501 Teaching Number Concepts and Operations

Content and methods for teaching whole numbers, fractions, decimals, percent, ratio and proportion will be studied. The course focuses on recent research on teaching and learning issues related to the development of number and operation sense, the impact and role of technology, the development of a problem-solving based curriculum, assessment, and addressing individual differences. *3 semester hours*

MHE502 Teaching Patterns and Algebraic Thinking

This course is designed to strengthen teachers' conceptual understanding of important "big ideas" in algebra content and processes while simultaneously addressing the major curriculum, instruction and assessment issues confronting teachers. Emphases include the treatment of algebra as a strand to be integrated with other branches of mathematics throughout students' school experiences, the uses and effects of technology (particularly graphing calculators and computer utilities and software), and the role of rich, mathematical settings (often real world problems and applications) that motivate abstractions as students need to represent the patterns and relationships they find. Prerequisites: Algebra. Students are expected to bring a graphing calculator. *3 semester hours*

MHE503 Issues and Directions in Mathematics Curriculum, Learning, and Instruction

Recent trends in mathematics education and their implications for school programs will be examined. The course includes implications of research for teaching, learning, curriculum, assessment, problem solving, individual differences, and other current issues related to school mathematics. Prerequisites: MHE450, MHE502 or consent of program advisor. *3 semester hours*

144 MHE510 Topics in Mathematics for Teachers: Geometry

This investigative study of geometry involves an active examination of geometric concepts and thinking from several perspectives including: patterns and relationships, shapes in space and the plane, transformations, measurement, and geometric representations of concepts in various strands of mathematics. The course helps students to develop problem solving, spatial thinking, and inductive and deductive reasoning as they explore, make conjectures, test their ideas, and formalize conclusions, using appropriate technologies. Prerequisite: MHE450 or equivalent. *3 semester hours*

MHE511 Topics in Mathematics for Teachers: Number Theory

This course focuses on number theory content which is relevant to the school mathematics curriculum. Number theory is taught via a problem solving approach with connections to geometry, logic and probability. Explorations with and conjecturing about number patterns provide experiences from which students study various topics including: factors, primes, and prime factorization; counting techniques; greatest common factor (GCF) and least common multiple (LCM); divisibility; number patterns (e.g., Pascal's triangle, polygonal numbers, Pythagorean triples; Fibonacci numbers); Diophantine equations; remainder classes and modular arithmetic, iteration, recursion, and mathematical induction. Prerequisites: MHE450 or equivalent; or consent of program advisor. *3 semester hours*

MHE512 Topics in Mathematics for Teachers: Statistics and Probability

This course focuses on statistics and probability content that is relevant to the school mathematics curriculum. Statistics and probability theory are taught with an emphasis on the development of an intuitive understanding of statistics and a critical approach to their use. Students will gain a strong sense of the importance of statistical applications to real world problems and will have opportunities to evaluate the use and misuse of statistics. Quantitative literacy will be developed by experimentation and the generation, investigation and analysis of data. Topics include: survey design and analysis, sampling procedures, data analysis, data representation, inference, reliability and validity, bias, randomness, statistical significance, fairness of games, theoretical probability and counting techniques, confidence statements, simulations, central limit theorem, normal distribution, and measures of central tendency. Prerequisite: MHE450 or equivalent and high school algebra or equivalent or consent of program advisor. *3 semester hours*

MHE522 Advanced Methods and Materials in Teaching Mathematics

A survey of current curriculum, instructional strategies, and materials in mathematics is provided for the practicing elementary school teacher. For certified teachers only. Prerequisite: MHE480B or course equivalent. *2 semester hours*

MHE582 Workshop/Math Education/Topic
*1-4 semester hours***MHE584 Workshop/Math Education/Curriculum Materials**
*1-4 semester hours***MHE585 Workshop/Math Education/Instructional Practices**
*1-4 semester hours***MHE586 Workshop/Math Education/Students with Special Needs**
*1-4 semester hours***MHE591 Field Study/Math Education**
*1-4 semester hours***MHE593 Seminar in Mathematics Education**
This seminar is a culminating experience that is designed to help students integrate learning and develop depth and perspective in the field of mathematics education. The structure of the seminar is dependent on the program experiences of the participants and is organized to foster independent research and integrating experiences. Prerequisites: MHE503, ESR500, ESR510 or consent of program advisor. *3 semester hours***MHE594 Independent Study/Mathematics Education**
*1-3 semester hours***MHE599 Thesis in Mathematics Education**
*4 semester hours***Middle Level Education****CIM500 The Middle School: An Overview**
Introduces the philosophical history of the middle school. Emphasizes the 10- to 14-year-old child and the unique schooling needs of that student. Includes a description of exploratory programs, curricular designs, teacher competencies, thematic unit planning, and the teacher as a counselor. *3 semester hours***CIM502 Middle School Curriculum**
Expands on the unique needs of emerging adolescents and the necessary curriculum for middle schools. The process of curriculum development, goal setting, needs assessment, affective experiences, and evaluation are applied to the student's own middle school situation. Sample curricular programs are designed as a part of this course. Prerequisite: CIM500. *3 semester hours***CIM582 Workshop/Middle School Education/Administration and Supervision**
*1-4 semester hours***CIM583 Workshop/Middle School Education/Contemporary Issues**
*1-4 semester hours***CIM584 Workshop/Middle School Education/Curriculum Practices**
*1-4 semester hours***CIM585 Workshop/Middle School Education/Instructional Practices**
*1-4 semester hours***CIM592 Middle School Practicum**
This practicum is a culminating experience for the four middle school courses. The practicum is designed to combine the curriculum, guidance, reading, and instructional courses into a practical project that should indicate an understanding of the middle school child and the middle school as a unique educational setting. *1-4 semester hours***Reading and Language Doctoral Courses****RLD600 Language, Linguistics, and Literacy**
An advanced course in reading that reflects current research and theory of language acquisition and development as they relate to reading. Topics include phonology, syntax, semantics, text analysis, and sociolinguistics. Prerequisite: Advanced standing and a course in language development or consent of instructor. *3 semester hours***RLD601 Orthography and Word Recognition**
An advanced seminar in reading which examines research and theory on the psychological processes involved in word recognition and the acquisition of orthographic knowledge and explores the influence of instruction on the development of orthographic knowledge and word recognition. Prerequisites: Advanced standing and RLR501 or consent of instructor. *3 semester hours***RLD602 Reading Comprehension: Research and Applications**
This course examines issues in reading comprehension research and instruction. By reading research and theoretical position papers of historical and contemporary significance, participants identify seminal strands of work, critique and evaluate them, and draw instructional implications. Prerequisite: Advanced standing and RLR502 or consent of instructor. *3 semester hours***RLD603 Historical Issues in Literacy Research**
An advanced seminar in literacy, which attempts to acquaint the student with historical trends in literacy research as well as highlighting issues of major significance. It provides the students with opportunity to read and discuss seminal works in literacy that forms the basis for contemporary concerns. Prerequisite: Advanced standing. *2 semester hours***RLD604 Current Issues in Reading Research**

This topical seminar is designed to provide students with some in-depth reflections on key issues of contemporary research in reading. Awareness of issues and arguments is developed as well as familiarity with seminal studies and their critical evaluation. Prerequisite: Advanced standing. *2 semester hours*

RLD606 Instruction and Staff Development in Reading and Language

This seminar is designed to help students develop frameworks that identify the critical factors of school literacy programs and the variables central to the process of staff development. Major research programs and theoretical perspectives that have contributed to our knowledge about instruction and staff development in the literacy field are studied. *3 semester hours*

RLD607 Theory and Research in Writing

An advanced seminar in writing, based on a social-cognitive theory, with emphasis on the relationship of the process to cognitive theory, with emphasis on the relationship of the process to cognitive growth, on the functions of writing in the diverse sociocultural and linguistic contexts in which it develops, and on research-sensitive practice that creates communities in and outside the classroom where writing can flourish. Prerequisites: Advanced standing and a course in writing or consent of instructor. *3 semester hours*

RLD608 Instructional Inquiry in Literacy

This course is for educators who want to become more reflective about their own instructional practice through generating their own research questions, setting up procedures for gathering and recording information about their own educational settings, analyzing and interpreting their findings, and pondering, sharing, and discussing the insights they have gained. *3 semester hours*

RLD690 Advanced Internship in Literacy

This field-based experience involves the participant in an applied problem-solving project related to literacy. Possible settings include classrooms, schools, the University, clinic or private sector where the involvement may be in diagnostic/clinical processes, teaching, staff development, research, and publication. Participants take responsibility for defining a literacy-focused problem, planning and executing an approach, and evaluating and summarizing outcomes. Prerequisite: Advanced standing. *1-4 semester hours*

RLD694 Independent Study/Reading and Language
1-3 semester hours

146 Reading and Language

RLL480B Methods for Teaching Language Arts

Survey of recent developments in theory and practice of language arts instruction in the elementary school. Special attention to contributions of psycholinguistics and the use of library resources as well as to the integration of the language arts in the curriculum. Prerequisite: Admission to the M.A.T. program or consent of M.A.T. program director; EPS500, EPS510. 2 semester hours

RLL520 Survey of Literature for Children and Adolescents

This introductory course is designed to provide an overview of trade books written for children from preschool through adolescence. Emphasis is on selecting genres appropriate to the developmental stage of each age group. Activities that enhance children's knowledge and appreciation of literature are presented and modeled. Attention is given to literature appropriate in our multicultural society. (This is the basic literature course for Reading Specialist Certification.) 2 semester hours

RLL521 Children's Literature

This course is designed to provide an in-depth study of trade books appropriate for children from preschool through age 11. An emphasis is placed on the development of criteria for selecting literature that can be used to stimulate critical reading and thinking. Literature will also be considered as a reflection of values in this and other societies. Prerequisite: RLL520 or consent of instructor. 2 semester hours

RLL522 Adolescent Literature

This course is designed to provide an overview of young adult literature (for ages 12-18). Reading interests are analyzed from the perspective of readers' development. Guidelines are provided for selection, evaluation, and uses of young adult literature in the classroom. Prerequisite: RLL520 or consent of instructor. 2 semester hours

RLL523 Storytelling

Using the art of storytelling to develop children's interest in literature. Story sources and program planning. Storytelling practice: use of puppets, music and other aids. Special programs for children with learning disabilities or physical handicaps. Prerequisite learning: Some familiarity with techniques for handling groups of children and with children's literature desirable. 2 semester hours

RLL524 History of Children's Literature

This course provides a look at children's literature from the Anglo-Saxon period to the present. The influences on that literature, particularly the educational thought of each period will be discussed. Particular attention is paid to the authors and illustrators who shaped the field. The preponderance of the course focuses on children's literature since the 19th century. Prerequisite: RLL520 or consent of instructor. 2 semester hours

RLL525 Creative Dramatics in the Classroom

Students are introduced to informal and improvised dramatic activities and techniques, and prepared to lead drama with children of all ages as a way to explore various areas of curriculum. The focus is on unscripted role-playing, not on performing for an audience. 2 semester hours

RLL526 Dramatic Arts in the Elementary School

A study of various dramatic activities in the elementary school. Basic elements of play production as well as creative dramatics and informal drama in the classroom. Research in costume, scenery, integration of dance, music, and other arts related to the school pageant and play are included. 2 semester hours

RLL527 From Drama to Writing

An exploration of drama structure, teaching in role, and strategies for questioning and discovering meaning through drama. Demonstration of role playing and other dramatic strategies as heuristics for writing. Experience in accessing long-term memory and focusing attention on elemental tasks long enough for the ritual of the work to take on a rhythmic and archetypal meaning. Insights from this experience then are captured in words and presented in a formal theatrical setting and finally published as a book. 2 semester hours

RLL528 Multicultural Literature (K-12)

This course is designed to provide an in-depth study of multicultural literature, K-12. For the purpose of this course, multicultural literature is defined as literature by and about people of ethnic and racial diversity. Guidelines for selecting and evaluating culturally authentic literature will be an essential component of this course. Emphasis is placed on fostering understanding of various populations groups of our society through discussion that stems from quality multicultural children's books. Prerequisite: RLL520 or basic children's literature course, taken within the last five years or consent of instructor. This is a basic course for reading certification. 2 semester hours

RLL530 Advanced Methods and Materials for Teaching Language Arts

Survey and critical appraisal of programs, practices, and trends in the teaching of language art: reading, oral and written expression, listening, spelling, and handwriting. For certified teachers only. 2 semester hours

RLL532 Integrating the Language Arts in the Classroom

Introduction to literacy development in the classroom; showing ways to integrate reading, writing, speaking, listening, literature, and language. Such integration is a whole language approach that emphasizes a literature based curriculum. In this course, teachers will examine the historical meaning and development of integrated approaches to literacy instruction and be introduced to theories and research that support such approaches. Emphasis is on specific classroom strategies for implementing holistic language arts instruction, selection of materials management of the process, and alternate ways to detect growth and evaluate student literacy acquisition. This course should be taken first, before other courses in the language and literacy program. 2 semester hours

RLL533 Introduction to Linguistics: Language and Literacy

This course focuses on the relationship between language acquisition research and the teaching of literacy. Various dimensions of linguistics will be introduced including: language development, communication competence, cognition and learning and structure and history. 2 semester hours

RLL534 Reading and Writing Relationships

Theoretical and research perspectives that inform an understanding of the process of both reading and writing, and strategies for teaching in a holistic way and for detecting growth in literacy. Prerequisite: RLL532. 2 semester hours

RLL541 Computers in the Writing and Reading Program

Students in this course will explore the ways in which computers and other technologies support and enhance literacy programs. Computer work will include new word processing programs, CD-ROMs, multimedia, and an overview of available software for both writing and reading development. Prerequisites: course work in writing or reading, and beginning word processing skills, or consent of instructor. 2 semester hours

RLL560A, RLL560B, RLL560C**Reading Recovery Practicum**

A practicum in the instruction procedures used in Reading Recovery: The instructional framework, and underlying rationale. This course focuses on introducing the basic procedures. Prerequisite: Consent of the instructor. 3 semester hours each

RLL562 Reading Recovery: Research on the Acquisition of Literacy

The first in a three-course sequence that examines research related to the acquisition of literacy, including the development of oral language and its relation to reading and writing. Emphasis in the first course is on relating key features of Reading Recovery instruction to research on the basic cognitive processes implicated in the acquisition of reading and writing. Prerequisite: Consent of the instructor. 3 semester hours

RLL563 Reading Recovery: Models and Theories of Literacy Development

The second in a three-course sequence that examines research related to the acquisition of literacy. Emphasis in the second course is on exploring models of the reading and writing processes and their instructional implications, and on development of comprehension skills, with particular reference to the development of strategies and metacognitive awareness. Prerequisite: Consent of the instructor. 3 semester hours

RLL564 Reading Recovery: The Classroom and Social Contexts for Literacy Development

The third in a three-course sequence that examines the research related to the acquisition of literacy. Emphasis in the third course is on the classroom and social contexts of literacy acquisition with particular attention to the effects of these contexts on students. Prerequisite: Consent of the instructor. 3 semester hours

RLL566A, RLL566B, RLL566C**Reading Recovery: Seminar in Teacher Leadership**

The first in a three-course sequence providing practicum experience in training and supervising Reading Recovery Teachers. Emphasis is on exploring three main aspects of the Teacher Leader Role: presenting the Reading Recovery procedures, leading discussion focused on direct observation of teacher and child behaviors, and making site visits to Reading Recovery teachers. Prerequisite: Consent of the instructor. 2 semester hours

RLL583 Workshop/Literacy/Contemporary Issues

1-4 semester hours

RLL584 Workshop/Literacy/Programs and Materials

1-4 semester hours

RLL585 Workshop/Literacy/Instruction

1-4 semester hours

RLL586 Workshop/Literacy/Assessment

1-4 semester hours

RLL587 Workshop/Literacy/Staff Development

1-4 semester hours

RLL593 Seminar in Literacy Studies

A review of key theoretical works and research studies in literacy and literacy instruction. Perspectives to be reviewed include the historical, sociopolitical, linguistic, cognitive, literary, and curricular. Contemporary practices and materials for language arts instruction will be analyzed in light of these key documents. Prerequisite a reading course, RLL532, RLL534. This is the culminating course and should be taken at the end of the program. 3 semester hours

RLL594 Independent Study/Language Arts

1-3 semester hours

RLL595 Selected Topics/Language Arts

1-4 semester hours

RLL500 Survey of Reading Methods and Materials K-12

Introduces key issues in reading research and instruction K-12. Students become familiar with materials, develop theoretically sound, research based instructional strategies and the understanding of how these materials are grounded within a developmental framework. Students are also involved in self-reflection and the development of a critical stance with respect to controversial issues in literacy education. Required for K-9 certification. 2 semester hours

RLL 501 Methods and Materials for Teaching Beginning Reading

Introduces various methods and materials for teaching beginning reading. The course emphasized teaching methods that capitalize on the spoken language competence children

148 bring with them to school. Phonics and other work-study are considered within the framework of a total, contextually based reading approach. Developmental spelling is also covered, along with several classroom strategies to involve children in creative reading in the primary grades. Prerequisite: Basic undergraduate or graduate reading methods course or RLR500. 2-3 semester hours

RLR502 Teaching Reading Comprehension

Introduces theories and models of comprehension and implication of these constructs for the teaching of reading comprehension. Develops familiarity with issues related to questioning, text organization, metacognitive monitoring, and guided reading strategies. Looks at the importance of writing and literature to the development of active comprehension strategies. Prerequisite: Basic undergraduate or graduate reading methods course or RLR500. 3 semester hours

RLR503 Teaching Content and Advanced Reading

This course focuses on the development of mature reading, particularly reading to learn from expository text materials and the development of study skills. Teaching methods that develop strategic reading of informational texts and the assimilation and accommodation of new ideas will be explored. The ways that middle and secondary schools can best provide such reading instruction across the curriculum will be considered. Prerequisite: Basic undergraduate or graduate reading methods course or RLR500. 3 semester hours

RLR510 Diagnostic Techniques for the Reading Specialist

This course on diagnosis introduces a framework for thinking about reading difficulty and its diagnosis. Students learn how to administer and interpret informal reading inventories and use other diagnostic techniques. They interpret evidence from various diagnostic instruments in order to identify reading levels and areas of instructional focus. The advantages and limitations of standardizes reading tests and other assessment devices are also considered as are issues related to diagnostic options within the school team. Prerequisite: RLR501. 3 semester hours

RLR511 Corrective Techniques for the Reading Specialist

Introduces a theoretical perspective on corrective instruction and teaching techniques to use with remedial readers (grades 1 through 12). A series of case studies (students at different reading ability levels) are presented and analyzed during the course. Based on initial diagnostic information, a remedial teaching program is planned and hypothetically carried out, with careful attention being given to specific teaching strategies and the sequencing of instruction over time and the development of a strategic, constructive model of learning. Prerequisites: RLR501, RLR510, RLR502, RLR503. 2 semester hours

RLR512 Bilingualism and Reading: Linguistic Consideration

The process of reading in a first language is compared to the process of reading in a second language. Methods of developing second language reading skills and specific strategies for use in the classroom are described. Selection of second language reading materials and reading in the content areas are discussed. Development of writing skills in a second language is also discussed. Prerequisite: CIL505. 3 semester hours

RLR513 Diagnosis and Correction for the Older Student

This course focuses on the diagnosis and correction of reading difficulties typical in the older child. Students will learn how to administer and interpret an informal reading inventory and expand their interpretation through diagnostic teaching and by use of other informal instruments. Corrective techniques will be learned and practiced with older students in a clinical setting. Prerequisite: RLR502, RLR503, RLL560C or permission of instructor. 3 semester hours

RLR518 Supervising the Reading Program

The responsibilities of the reading specialist and supervisor are described and examined with an emphasis on the role of program development in reading and language. Issues in school testing and evaluation, program improvement, staff development, materials selection, collaboration of specialists, and community-professional relations will be addressed. Students examine their own leadership patterns and strengths to serve as school leaders. Prerequisite: Completion of sequences of reading courses through RLR592 or consent of instructor. 3 semester hours

RLR583 Workshop/Reading/Contemporary Issues

1-4 semester hours

RLR584 Workshop/Reading/Programs and Materials

1-4 semester hours

RLR585 Workshop/Reading/Instruction

1-4 semester hours

RLR586 Workshop/Reading/Assessment

1-4 semester hours

RLR587 Workshop/Reading/Staff Development

1-4 semester hours

RLR590 Internship/Reading Specialist

On-the-job experience with a counterpart to explore the variety of roles required of reading specialists including supervised responsibility for diagnosis, small group instruction in a curriculum setting, and work on a school team. 1-4 semester hours

RLR591 Field Study/Reading Education

An in-depth, organized exploration of some aspect of reading education in an area or location removed from the typical university class site. Observation, advanced study, and participatory activities may be included. 1-4 semester hours

RLR592A, RLR592B

Practicum/Remedial Reading

Supervised application of diagnostic and corrective techniques in a clinical or other remedial situation. Both elementary and secondary tutoring experiences are available. Students must make arrangements with their faculty advisor for the practicum one quarter before registering for the practicum credit. On-campus registration. Prerequisites: RLR501, RLR510, RLR502, RLR503, RLR511, RLL520. 2 semester hours each

RLR593 Seminar in Reading Research

An overview of reading research is provided. Different theoretical models will be examined in light of current research findings. Each participant will investigate one area of research in depth and prepare both an oral and written report of findings. Prerequisite: RLR592 or consent of instructor. 3 semester hours

RLR594 Independent Study/Reading Education

Provides graduate students in reading education degree programs with an opportunity to pursue advanced scholarly study in special areas or to investigate a practical school problem. Special forms must be obtained from the Graduate Administrative Office and completed before registration can take place. Prerequisite: Admission to the Reading Specialist Program. 1-3 semester hours

RLR595 Selected Topics in Reading

An advanced seminar dealing with current issues in reading and language development. 1-3 semester hours

RLR599 Thesis in Reading Education

Required of all Master of Science in Education students. The thesis is a formal written document that is the result of disciplined, scholarly inquiry. The student must present the signed Thesis Proposal document at the time of registration for this course. Prerequisites: ESR503 and admission to the Reading Specialist Program. 4 semester hours

Writing

RLW541 Teaching Writing

Survey of various types of activities involved in the process of writing; various ways children learn to write, emphasizing individual differences; effective teaching strategies; and current issues in the teaching of writing. Designed for elementary, middle, and high school teachers. 2 semester hours

RLW542 The Teacher as Writer

Provides an opportunity to develop competence and confidence in one's own composition by writing, critiquing, and revising in the context of in-class interaction; and by receiving relevant feedback on one's own writing, and to reflect on the implications of this experience for the teaching of writing. Designed for elementary, middle, and high school teachers. 2 semester hours

RLW543 Instructional Strategies in the Writing Process

An advanced course focused on exemplary practices in writing instruction. Includes consideration of instructional programs designed by key theorists as well as experiences in developing one's own classroom models. Special attention is given to the implementation and successful management of: assignment design, prewriting activities, conferencing, peer editing, publishing of student work, teacher response and evaluation, balance among expressive, poetic and transactional modes of discourse, and writers' workshop activities. Designed for elementary, middle, and high school teachers. Prerequisite: RLW541. 2 semester hours

RLW544 Analysis and Assessment of Writing

Overview of alternate ways to analyze the quality of student writing, with emphasis on the role of portfolios as a stimulus to self-evaluation, reflection, and goal setting; and ways teachers can facilitate improvement through conferences. Students will critically examine alternate valid methods of summative evaluation of writing including analytical scales, such as the Illinois Goals Assessment Program, and holistic or general impression marking, and ways to achieve inter-rater reliability. Prerequisite: RLW541. 2 semester hours

RLW551 Writing Across the Curriculum

Strategies for using writing as a tool of teaching and learning in all subject areas across the curriculum. Among the methods stressed are: designing and using a variety of short classroom writing-to-learn activities; improving the design of more formal, extended reports, essays, and papers in content areas; and using alternative approaches to the evaluation and grading of student writing in subject fields. Prerequisite: RLW541. 2 semester hours

RLW552 Designing In-service Programs to Improve Writing

Guidance in the designing of a series of in-service workshops and other kinds of programs to acquaint teachers with the value of writing as a mode of learning and a means of assimilating and understanding the content of any curricular area. Designed for elementary and/or high school teachers. Prerequisites: RLW542, RLW541. 2 semester hours

RLW593 Seminar in Writing Development

Introduction to teacher research, emergent literacy studies, primary and intermediate writing growth and development from ages 11-18, with emphasis on the major functions of the audiences for writing at different ages; and the relationship of writing development to oral languages and reading development. Prerequisites: RLW541, RLW543, RLL532, RLW544, completion of a research course. 2 semester hours

RLW583 Workshop/Writing/Contemporary Issues

1-4 semester hours

RLW584 Workshop/Writing/Programs and Materials

1-4 semester hours

150 RLW585 Workshop/Writing/Instruction
1-4 semester hours

RLW586 Workshop/Writing/Assessment
1-4 semester hours

RLW587 Workshop/Writing/Staff Development
1-4 semester hours

RLW594 Independent Study/Writing
1-4 semester hours

RLW595 Selected Topics/Writing
1-4 semester hours

Science Education

SCE480B Methods for Teaching Elementary School Science

This course, intended for students preparing to become certificated teachers, addresses methods, materials, and instructional issues in teaching science in the elementary school. It is designed to help future teachers develop knowledge, skills, and beliefs that enhance their ability to teach science to children. Preclinical experiences are required. Prerequisite: Consent of MAT program advisor or admission to the program. Course or equivalent prerequisites: EPS500, EPS510. 2 semester hours

SCE485 Advanced Methods for Teaching Elementary and Middle School Science

This course builds upon the methods of teaching general elementary school science by providing an in-depth focus on the curriculum, methods, materials, and issues involved in teaching science in the elementary and middle grades. Prerequisite: SCE480A, B or its equivalent. 3 semester hours

SCE500 Science, Technology, and Society

Study of science as a whole, emphasizing its history and philosophy. Includes scientific values, epistemological issues in science (e.g., sources of authority, nature of progress), historical exemplars illustrating relationships (e.g., between theory and inventions, between science and historical events), and effects of social norms on science. Also considers current local and global situations and ethical issues to develop perspective on the interaction of science, technology, and society. 3 semester hours

SCE501 Advanced Methods and Materials for Teaching Science

Study of curriculum and instruction related to the K-8 science curriculum. Includes program goals and objectives and teaching models and methods. Examines a variety of teaching materials and resources. Considers scope and sequence of content and problems involved in children's conceptual development in science. Includes needs of special children and problems of particular contexts, such as the urban school. Also involves assessing achievement and evaluating instruction. For certified teachers only. 3 semester hours

SCE510 Physical Science for Teachers

Examines content in physics and chemistry appropriate for the K-8 science curriculum using a laboratory-based approach. Includes new developments and discoveries in each area. Emphasizes fundamental concepts and theories, such as force and motion, the structure of matter and interactions between matter and energy. Opportunities for investigating various phenomena will be provided. Prerequisite: SCE500 or consent of instructor. 3 semester hours

SCE511 Earth Science for Teachers

Surveys content in earth science representative of the K-8 science curriculum using a laboratory-based approach, emphasizing physical geology and oceanography in the context of earth history. Considers major organizing concepts and principles, recent discoveries and current knowledge in each area. Includes in-depth investigation of a particular topic in cooperative learning groups. Prerequisite: SCE500 or consent of instructor. 3 semester hours

SCE512 Biological Science for Teachers

Examines content in the biological sciences representative of the K-8 science curriculum using a laboratory-based approach, including the study of organisms and their anatomy, physiology and genetics. Special attention given to new developments and discoveries in various fields, such as genetic engineering. Opportunities provided for in-depth investigation of a particular area. Prerequisite: SCE500 or consent of instructor. 3 semester hours

SCE520 Applied Chemistry for Teachers

Basic principles of chemistry considered in the context of everyday life using a laboratory-based approach. Includes chemistry involved in the production of pollutants and their effect on the environment and application of chemical processes involved in identifying and treating pollutants. Includes assessment of sources and limitations of energy. Opportunity provided for in-depth exploration of selected topic. 2 semester hours

SCE521 Astronomy for Teachers

An exploration of selected topics in astronomy and cosmology relevant to the K-8 science curriculum using a laboratory-based approach. Includes applications of physical principles, historical development of concepts and theories, recent discoveries and current notions about space and time, electromagnetic radiation, the structure of the universe, the development of stars and the solar system. Considers technology of space exploration. 2 semester hours

SCE522 Meteorology for Teachers

Surveys topics in the atmospheric sciences, meteorology and climatology, relevant to the elementary and middle school curriculum using a laboratory-based approach. Includes evolution, structure, and dynamics of the atmosphere; fronts and frontal weather, and observational methods involving meteorological instruments and forecast maps. Considers appropriate teaching methods and activities. 2 semester hours

SCE523 Environmental Education

Interdisciplinary exploration of interrelationships between organisms and their environments using a laboratory-based approach. Local environments are studied in perspective of ecological principles and global environmental problems and issues. Includes history of human relationship to the environment and development of concept of environment in various disciplines. Examines methods for developing motivations, skills, attitudes, and values related to the environment. 2 semester hours

SCE524 Human Biology for Teachers

An exploration of selected topics in human biology relevant to K-8 teachers using a laboratory-based approach. Includes discussion of major concepts and principles, recent discoveries, application of knowledge in the medical and health care fields, and consideration of current problems and issues, such as AIDS and genetic engineering. Includes in-depth investigation of a particular topic and relevant field trip. Prerequisites: SCE500 and SCE512, or consent of instructor. 2 semester hours

SCE582 Workshop/Science Education/Topic 1-4 semester hours

SCE585 Workshop/Science Education/Instructional Practices 1-4 semester hours

SCE590 Internship in Community Science Education
Provides an opportunity to develop both scientific knowledge and instructional skills in novel community settings. Internships available in informal science education institutions, such as science/natural history museums, zoos, aquaria, planetaria, environmental education centers, etc., or in corporate and governmental research and development laboratories. Placement made in consultation with the faculty advisor in accordance with student's career goals and experience. Supervised experiences must be in approved programs. The internship is supervised by an approved on-site mentor and a faculty member from Science Education department. Arrangements made with faculty advisor two quarters before registering for internship credit. Prerequisites: SCE500: Science, Technology and Society, and consent of program coordinator. 5-7 semester hours

SCE593 Seminar in Science Education: Issues and Trends

Discussion-oriented seminar to culminate program. Considers issues and trends in science education to stimulate synthesis and integration of previous course content. Topics might include the nature of science learning gender and minority equity issues, controversies over content, values, and foundational issues, safety and liability, implications of research, etc. Opportunity provided for independent investigations. 3 semester hours

SCE594 Independent Study/Science 1-3 semester hours

SCE599 Thesis in Science Education 4 semester hours

Secondary Education

151

SEC502 Methods and Materials for Teaching at the Secondary Level

Introduction to teaching in the secondary school course includes issues and trends affecting teaching at the secondary level; curriculum development and integration, community building and maintenance, and constructing disciplinary knowledge. With attention paid to reform mandates and assessments, a variety of instructional models will be discussed, critiqued and practiced. 3 semester hours

SEC510 Teaching Biology in the Secondary School

This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Biology as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students' ability to teach Biology to secondary school students. 3 semester hours

SEC512 Teaching English in the Secondary School

This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of English as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students' ability to teach English to secondary school students. 3 semester hours

SEC514 Teaching Mathematics in the Secondary School

This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Mathematics as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students' ability to teach Mathematics to secondary school students. 3 semester hours

SEC516 Teaching Physical Science in the Secondary School

This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Physical Science as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students' ability to teach Physical Science to secondary school students. 3 semester hours

SEC518 Teaching Social Studies in the Secondary School

This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Social Studies as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students' ability to teach Social Studies to secondary school students. 3 semester hours

152 **SEC590A Student Teaching in the Secondary School Biological Science**

This field-based experience is required of all students seeking professional certification as a secondary school Biological Science teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the MAT Secondary Education Program. *6 semester hours*

SEC590B Student Teaching in the Secondary School Language Arts/English

This field-based experience is required of all students seeking professional certification as a secondary school Language Arts/English teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the MAT Secondary Education Program. *6 semester hours*

SEC590C Student Teaching in the Secondary School Mathematics

This field-based experience is required of all students seeking professional certification as a secondary school Mathematics teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the MAT Secondary Education Program. *6 semester hours*

SEC590D Student Teaching in the Secondary School Physical Science

This field-based experience is required of all students seeking professional certification as a secondary school Physical Science teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the MAT Secondary Education Program. *6 semester hours*

SEC590E Student Teaching in the Secondary School Social Studies

This field-based experience is required of all students seeking professional certification as a secondary school Social Studies teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the MAT Secondary Education Program. *6 semester hours*

Special Education

SPE500 Introduction to Exceptional Children and Adolescents/Special Education

This course provides fundamental knowledge of the historical, legal, philosophical, and instructional issues pertaining to the education of students with disabilities. Key components of the Individuals with Disabilities Education Act (IDEA) and other important laws and regulations are stressed. A basic understanding is gained of all high incidence--with an emphasis on learning disabilities and behavior disorders--and low incidence disabilities. A variety of assessment and instructional strategies are introduced. All types of classroom and intervention models are explored, including inclusive, co-teaching, mainstream, resource and self-contained. The responsibilities of general education and special education teachers, partnerships with parents, and collaborative reform issues are highlighted. Fifteen clinical observation hours are required as part of this course. *3 semester hours*

SPE501 Educational Diagnostic Assessment of Exceptional Children and Adolescents

This course provides an overview of the process of collecting information for the purpose of specifying learning problems and making educational decisions. The course explores legal, ethical, sociological, and historical considerations. Implications of multilingual and multicultural issues of assessment are addressed throughout the course. Particular attention is given to the psychometric aspects of instruments and issues of bias in assessment. Special emphasis is directed toward appropriate application and interpretation of test scores and connecting assessment to instruction. The role of the special educator as a collaborative consultant and multidisciplinary team member is considered. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. Prerequisite: SPE500. *3 semester hours*

SPE502 Language Challenges in Children and Adolescents with Learning Disabilities

This course provides a study of the language challenges observed in children and adolescents with learning disabilities. Etiological theories, definitions and characteristics of various language difficulties are presented. The effect of students' language difficulties on their classroom discourse, academic learning, and assessment success are considered while a variety of assessment procedures and classroom intervention strategies for language difficulties are studied. Contrasts between normal and different language development and between language challenges and multicultural/multilingual differences are made throughout. Students are required to complete a minimum of 15 hours of language/school related experiences as part of this course. Prerequisites: SPE500 and SPE520 (may be taken concurrently). *2 semester hours*

SPE503 Collaborative and Consultative Teaming and Teaching

This course is designed to focus on collaborative structures in the educational realm and the roles of teachers, students, families, administrators, and other professionals/paraprofessionals. Participants will develop a systematic plan for introducing innovative collaborative structures, planning and teaching into a school system. Learning styles and intelligences of students, as well as teaming styles of adults will be addressed. Tools such as curriculum planning, adaptations/modifications planning, creative problem solving, lesson design and evaluation will be emphasized. Student collaboration methodology will be discussed and applied, including cooperative learning, peer tutoring and peer advocacy. Communication techniques such as effective speaking, questioning and active listening will be taught. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. Prerequisites: SPE521 and/or SPE531. *3 semester hours*

SPE505 Diagnosis and Remediation of Reading Disabilities/Special Education

This course explores principles and theories related to the diagnosis and remediation of reading problems, including contributing factors, standardized and informal assessment techniques, analysis and interpretation of case materials, and methods and materials for intervention. Prerequisite: SPE500 (introductory course in special education or equivalent; or consent of the instructor). *2 semester hours*

SPE510 Speech and Language Development in Early Childhood/Special Education

This course offers major theoretical perspectives on how children acquire speech and language. Linguistic milestones are presented within a developmental context from birth to eight years of age. Attention is given to the disorders of receptive and expressive language, articulation, fluency, and voice in early childhood. Issues of developmental risk, early identification, screening and diagnostic assessment are studied. Multicultural/multilingual issues as they relate to speech-language differences, delay, and disorders are addressed. A variety of intervention models, strategies, and programs are presented with a focus on the influences of P.L. 99-457, and I.D.E.A. This impact of early linguistic problems and related difficulties on learning in the primary grades is considered. Prerequisite: SPE500 or its equivalent or consent of instructor. *2 semester hours*

SPE511 Infant and Early Childhood Development: The Nature of Developmental "Risk" in the Early School Years/Special Education

Explores current theories and intervention strategies for children ages 0 through 5 who are at developmental risk in the area of cognitive, physical, language, and psychosocial development. The nature and viability of the concept of "risk" is examined. Early identification research, procedures, and interventions are introduced with a focus on multidisciplinary initiatives/intervention and familial empowerment. New policy initiatives are highlighted. Prerequisite: SPE500 or equivalent or consent of the instructor. *3 semester hours*

SPE512 Play Activities in Special Education

Adaptation and application of basic principles of play therapy in the elementary school for children and adolescents who have special educational needs. Methods, techniques, and approaches will be included for various areas of exceptionality. *2 semester hours*

SPE513 Art in Special Education

Uses of art to help children and adolescents who have special educational needs. Methods and techniques will be developed and demonstrated for each area of exceptionality. *2 semester hours*

SPE514 Consultation and Collaboration: Adapting Curriculum for Exceptional Children and Adolescents

Explores current theory and practice in adapting curriculum for exceptional children and adolescents. Models for implementing Resource Programs, the Regular Education Initiative, Collaborative Teaching Models, Teacher Assistance Teams, Peer Coaching, Curriculum-Based Assignments, and Parent-Teacher Partnerships are studied. The course focuses on consultation models of other disciplines, theoretical perspectives underlying school-based consultation models, as well as specific instructional and administrative strategies for facilitating special education consultation in the schools. Prerequisite: SPE500 or equivalent or consent of instructor. *3 semester hours*

SPE515 Cooperative Learning for General and Special Education Classrooms

Focuses on development of cooperative teaching skills for the regular/special educator working inclusive and noninclusive environments. The course provides teachers with the skills they need to construct cooperative learning lessons, observational methods and assessment techniques for diverse and regular education students working within the cooperative model. Research findings regarding the efficacy of the current range of cooperative methods are discussed. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. *3 semester hours*

SPE520 Characteristics of Children and Adolescents Challenged with Learning Disabilities

This course investigates current issues in the field of learning disabilities and offers developmental, behavioral, cognitive and neuropsychological perspectives with regard to normal development and disorders. Particular attention is given to disorders in the areas of perception, memory, attention, linguistics and metacognition. Academic disorders in the areas of reading, written language and mathematics are emphasized. Implications of multilingual and multicultural issues on screening, assessment and identification are addressed. Various intervention models and theories are introduced. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. Prerequisites: SPE500 *3 semester hours*

154 **SPE521 Methods of Teaching Children and Adolescents Challenged with Learning Disabilities**

This course is directed toward the analysis and study of intervention models and programs for children and adolescents challenged with learning disabilities. Models of integration, Least Restrictive Environment, collaborative consultation, and multicultural issues relative to the intervention process are considered throughout. Teaching models matched to students' individual learning profiles, and integration of the general information classroom curriculum in the development of Individual Education Programs are highlighted. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. Prerequisites: SPE500 and SPE520. *3 semester hours*

SPE522 Word-Finding Assessment and Intervention in Children/Adolescents with Language and Learning Disabilities

This course provides an in-depth study of children and adolescents challenged with Word-Finding. Definition, characteristics, and word-finding profiles will be presented. Lexical theories of retrieval, and findings from child and adult linguistic research will be studied as they relate to diagnostic and intervention strategies for children and adolescents with word-finding difficulties. Prerequisites: SPE500, SPE501, SPE520 or permission of instructor. *3 semester hours*

SPE523 Diagnosis and Remediation of Mathematics Disabilities/Special Education

This course explores the diagnosis of mathematical disabilities and the teaching of major mathematical topics to students with learning challenges. Knowledge about how students learn mathematics is presented. Methods, materials, and instructional issues specific to teaching and adapting mathematics for students with special needs in the K-12 curriculum will be addressed. The impact of NCTM standards on students who are challenged is considered. Prerequisites: SPE500, SPE520, SPE521, mastery of the Basic Skills section of the Illinois Certification Test, and general education math requirements met. *2 semester hours*

SPE524 Child Word-Finding: Assessment for Students with Language and Learning Disabilities

Focused on children and adolescents challenged with Word-Finding (WF), this course provides an in-depth study of: 1) definition, characteristics, and word-finding profiles representative of this population; 2) Adult-Based Psycholinguistic Models of the lexical process as to explain the nature of child word-finding; 3) new formal assessment procedures for word-finding difficulties in single word and discourse context; 4) the differential diagnosis of semantic versus phonologically based difficulties in word-finding; and 5) impact of word-finding difficulties on intellectual and achievement assessment. *2 semester hours*

SPE525 Child Word-Finding: Intervention for Students with Language and Learning Disabilities

Focused on children and adolescents challenged with Word-Finding (WF), this course provides an in-depth study of: 1) definition, characteristics, and word-finding profiles representative of this population; 2) Adult-Based Psycholinguistic Models of the lexical process as heuristic to explain the nature of child word-finding; 3) retrieval strategy instruction; 4) classroom accommodations; and 5) self advocacy instruction. *2 semester hours*

SPE526 Best Practice in Child Word-Finding: Academic Accommodations for Students with Expressive Language Difficulties

Focused on children and adolescents challenged with Word-Finding (WF), this course provides an in-depth study of: 1) definition, characteristics, and word-finding profiles representative of this population; 2) Adult-Based models of reading and lexical retrieval to explain the interactive nature of word-finding and written language; 3) the impact of word finding difficulties on academic learning; and 4) appropriate accommodations in academic instruction, evaluation, classroom discourse, and curriculum selection for students challenged with word-finding. *2 semester hours*

SPE530 Characteristics of Students (K-12) Challenged with Behavior Disorders

This course is designed to provide an overview of children and adolescents with a variety of behavior disorders and interfering actions. Historical, political, social and cultural factors which impact the student in school and home environments will be examined. Legal issues, screening, least restrictive environment, placement and ethical considerations around educating students and managing behavior will be explored. Best practices in teaching, behavioral models, assessments and interventions will be introduced as methods of explaining and addressing issues. The link between behavior and communication will be emphasized. Community resources and support agencies which aid schools and families in meeting needs for students with interfering actions will be identified. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. Prerequisite: SPE500. *3 semester hours*

SPE531 Methods of Teaching Students (K-12) Challenged with Behavior Disorders

This course is designed to focus on meaningful, practical and humane assessment and intervention techniques within behavioral models for students challenged with social/emotional or behavioral disorders. This course provides a wide range of working knowledge of the assessment of behavioral strengths and areas of growth, intervention methods and programming options within the affective, academic and vocational components of the Individualized Education Plan (IEP). Communication and collaboration skills for use with students, parents, teachers and consultative team members are highlighted. Multicultural and ethical issues relative to the

intervention process are considered throughout. Implications of inclusion and least restrictive environment for service delivery are addressed. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. Prerequisites: SPE500 and SPE530. *3 semester hours*

SPE540 Characteristics of Children and Adolescents Challenged with Mental Handicaps

This course provides an overview of the definitions, causes, and characteristics of mental retardation in children and adolescents. Diagnostic criteria are studied and issues of bias in the assessment process are emphasized. The implications for schools, family, community, and society are addressed including the shift from segregated programs to inclusive community and neighborhood school-based programs for all persons with mental retardation. Cognitive disabilities are considered from historical, legal, social, political, philosophical, and advocacy perspectives. Satisfies the state of Illinois requirements for characteristics courses in EMH and TMH. Requires 15 clinical hours. Prerequisite: SPE500. *3 semester hours*

SPE541 Methods of Teaching Children and Adolescents Challenged with Mild Mental Handicaps (EMH)

This course is designed to focus on models of educational assessment, intervention, and instructional planning for students challenged with mild mental retardation. Emphasis is placed on the development, implementation, and evaluation of curricula in the classroom and in community settings including life skills, academics, vocational instruction, social skills development/friendships, and individualized educational plan development. Multicultural and multilingual issues are considered throughout the course. Consultation and collaboration with teachers, parents, related-service personnel, and administrators are emphasized. Satisfies the state of Illinois requirements for EMH methods course. Requires 15 hours of clinical experience. Prerequisites: SPE500, SPE540. *3 semester hours*

SPE542 Methods of Teaching Children and Adolescents Challenged with Moderate/Severe Mental Handicaps

This course is designed to focus on models of educational assessment, intervention, and instructional planning for students challenged with moderate/severe mental retardation. Emphasis is placed on the development, implementation, and evaluation of curricula in the classroom and in community settings including life skills, academics, vocational instruction, social skills development/friendships, and individualized educational plan development. Multicultural and multilingual issues are considered throughout the course. Consultation and collaboration with teachers, parents, related-service personnel, and administrators are emphasized. Satisfies the state of Illinois requirements for a TMH methods course. Requires 15 hours of clinical experience. Prerequisites: SPE500, SPE540. *3 semester hours*

SPE543 Life Orientation in Program Development for Exceptional Students 155

Program development for children and adolescents challenged with mental handicaps with particular concern for overall environment and the life expectancies in the home, school, and community. Prerequisites: SPE500, SPE540 or consent of instructor. *2 semester hours*

SPE550 Characteristics of Children and Adolescents with Physical Handicaps

Overview of characteristics of children challenged with physical handicaps as these relate to classroom learning situations. Fundamental medical concepts underlying both brain damage and other organic pathology specifically of value to teachers of children and adolescents challenged with physical handicaps are stressed. Prerequisite: SPE500. *2 semester hours*

SPE551 Methods of Teaching Children and Adolescents with Physical Handicaps

Identification of physically handicapped types and their levels of functioning; problems involved in teaching children and adolescents challenged with physical handicaps; importance of the physical plan in serving their needs; expectations for vocational habilitation and normalization, parent counseling, habilitative programs to provide for optimal adjustment for community living. Prerequisites: SPE500, SPE550. *2 semester hours*

SPE552 Vocational Programming for Exceptional Students

The study of learners challenged with mental and physical handicaps as these relate to vocational and occupational training, and the role of federal, state, and private agencies in serving the handicapped. Approaches to vocational programming also included. Prerequisites: SPE500, SPE550 or consent of instructor. *3 semester hours*

SPE553 Characteristics of Children and Adolescents with Traumatic Brain Injury

In-depth study of the etiology of students challenged with head injury as it relates to classroom learning. Fundamental brain anatomy; early rehabilitation; and common physical, emotional, and learning problems are discussed. *2 semester hours*

SPE560 Organization and Administration of Programs for Exceptional Children and Adolescents

Study of organizational structures and processes in the field of special education. Emphasis on federal and state legislation and rules and regulations for special education as these relate to current administrative practice. Prerequisite: SPE500 or consent of instructor. *2 semester hours*

SPE561 Supervision of Programs for Exceptional Children and Adolescents

Exploration of supervisor's role in special education programs. Special consideration given to organizational structures, staff and program evaluation, staff development techniques, and accountability procedures. Prerequisite: SPE500 or consent of instructor. *2 semester hours*

156 **SPE570 Assessment and Intervention for Language Minority Students with Disabilities**

This course examines educational assessments of language minority students with identifiable disabilities. A range of diagnostic approaches is considered and connected to specialized program design, curriculum adaptation, and teaching methodologies. Issues of bias in evaluation, placement decisions, parent involvement and inclusion in the regular classroom are emphasized. BIL Spec Ed required. *3 semester hours*

SPE580 Workshop/Special Education/Contemporary Issues
1-4 semester hours

SPE581 Workshop/Special Education/Parent and Community
1-4 semester hours

SPE582 Workshop/Special Education/Professional Development
1-4 semester hours

SPE583 Workshop/Special Education/Assessment
1-4 semester hours

SPE584 Workshop/Special Education/Instructional Practices
1-4 semester hours

SPE584D Workshop/Special Education/Instructional Practices/Sound Sensible Phonics: Insights from Special Education
1-4 semester hours

SPE592A Practicum/Teaching Children and Adolescents Challenged with Learning Disabilities

This practicum serves as a culminating experience in the learning disabilities graduate program. Students are given opportunities to integrate theory and practice and engage in best practices with children and adolescents challenged with learning disabilities. Supervised experiences are provided in public schools and private schools by exemplary teachers who are appropriately certified to teach by the state of Illinois, have at least three years of teaching experience in their field of specialization and who model good professional practice. In all settings, the collaborative-consultation model is incorporated. Students must make arrangements for practicum at least one quarter prior to registration. Prerequisites: Completion of all special education course work. Degree status in special education and consent of the students' advisor and practicum coordinator. Application for practicum must be made in writing as determined by program guidelines and procedures. *3-5 semester hours*

SPE592B Practicum/Teaching Children and Adolescents Challenged With Behavior Disorders

This practicum serves as a culminating experience in the behavior disorders graduate program. Students are given opportunities to integrate theory and practice and engage in best practices with children and adolescents challenged with behavior disorders. Supervised experiences are provided in public schools and private schools by exemplary teachers who are appropriately certified to teach by the state of Illinois, have at least three years of teaching experience in their field of specialization and who model good professional practice. In all settings, the collaborative-consultation model is incorporated. Students must make arrangements for practicum at least one quarter prior to registration. Prerequisites: Completion of all special education course work. Degree status in special education and consent of the students' advisor and practicum coordinator. Application for practicum must be made in writing as determined by program guidelines and procedures. *3-5 semester hours*

SPE592C Practicum/Teaching Children and Adolescents Challenged with Learning Disabilities and Behavior Disorders

This practicum serves as a culminating experience in the learning disabilities and behavior disorders graduate program. Students are given opportunities to integrate theory and practice and engage in best practices with children and adolescents challenged with learning disabilities/behavior disorders. Supervised experiences are provided in public schools and private schools by exemplary teachers who are appropriately certified to teach by the state of Illinois, have at least three years of teaching experience in their field of specialization and who model good professional practice. In all settings, the collaborative-consultation model is incorporated. Students must make arrangements for practicum at least one quarter prior to registration. Prerequisites: Completion of all special education course work. Degree status in special education and consent of the students' advisor and practicum coordinator. Application for practicum must be made in writing as determined by program guidelines and procedures. *3-5 semester hours*

SPE592D Practicum/Teaching Educable Mentally Handicapped Children and Adolescents

Practicum involves the opportunity to develop and refine teaching skills with the students challenged with EMH. Supervised experiences in public schools or other approved program. Students must make arrangements for practicum placement at least one quarter prior to registration. On-campus registration. Prerequisites: Degree status in Special Education and consent of Department Chair. *3 semester hours*

SPE592E Practicum/Teaching Trainable Mentally Handicapped Children and Adolescents

Practicum involves the opportunity to develop and refine teaching skills with the student challenged with TMH. Supervised experiences in public schools or other approved programs. Students must make arrangements for practicum placement at least one quarter prior to registration. On-campus registration one quarter before registration. Prerequisites: Degree status in Special Education and consent of Department Chair. *2-5 semester hours*

SPE592F Practicum/Teaching Children and Adolescents with Physical Handicaps

Practicum involves the opportunity to develop and refine teaching skills with students challenged with physical handicaps. Supervised experiences in public schools or other approved programs. Students must make arrangements for practicum placement at least one quarter prior to registration. On-campus registration. Prerequisites: Degree status in Special Education and consent of Department Chair. *2-5 semester hours*

SPE592G Practicum/Teaching Early Childhood Special Education

Field experience provides the opportunity to explore methods, materials, and program for preschool children with special educational needs. Supervised experiences in public school or other approved programs included. Placement in consultation with the faculty advisor in accordance with student's objectives. Students must make arrangements for the practicum placement at least one quarter before registration. On-campus registration. Prerequisites: Degree status in Special Education and consent of Department Chair. *2-5 semester hours*

SPE593 Seminar in Special Education

Seminar is designed as a culminating and reflective experience for students completing degree programs in special education. Students critically analyze theory and practice in the field of special education. Contemporary issues are examined from the perspectives of teachers, parents, students, administrators and policy makers. Students engage in autobiographical work in order to understand the connections between themselves and their teaching practices. Fifteen clinical hours are required as part of this course. Prerequisites: Degree status in special education and consent of the instructor. Seminar is taken at the end of all coursework and before or at the same time as student teaching practicum. *3 semester hours*

SPE594 Independent Study/Special Education

Provides graduate students in a special education degree program an opportunity to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical school problem. Special forms may be obtained from the Graduate Administrative Office and must be signed by the student's instructor, faculty advisor, department chair, and associate dean of the graduate school. On-campus registration. Prerequisite: Degree status in Special Education. *1-3 semester hours*

SPE595 Selected Topics/Special Education
2 semester hours

SPE599 Thesis in Special Education

Required of all Master of Science in Education students. The thesis by the student is a formal written document that investigates a theory or particular point of view and is the result of disciplined inquiry. The student should present the thesis proposal signed by all members of the Thesis Committee at the time of registration for the course. On-campus registration. Prerequisites: Research Design Analysis and degree status in Special Education. *4 semester hours*

Technology in Education

TIE500 Introduction to Technology in Education

This survey course provides the educator with a broad base of knowledge about the uses of computers in education. Students will have hands-on experience with word processing, databases, spreadsheets, graphics software, instructional software, and teacher utilities. Other topics include software evaluation, hardware selection, and telecommunications. Prerequisite: None. *2 semester hours*

TIE510 Microcomputers for Information Management

This course will focus on the selection and utilization of microcomputer software appropriate for school and classroom management tasks. Students will act as a consultant and use applications software to design a software system for a specific educational application, i.e. scheduling, budgeting, inventory, classroom management, instructional management. Prerequisite: TIE500 or equivalent. *2 semester hours*

TIE511 Applications Software in the Curriculum

This course provides specific ways to use databases, word processors, spreadsheets, graphing utilities and telecommunications to teach subject area objectives in the curriculum. Students will plan lessons and activities appropriate for their subject area and grade level. Prerequisite: TIE500 or equivalent. *2 semester hours*

TIE512 Problem Solving with Microcomputers

This course will examine and evaluate the role of computers in facilitating the development of problem solving and higher order thinking skills. Students will review research on teaching problem solving with computers and survey their own district's status on this issue. Using a theoretical framework, students will critically review problem solving software and then develop and teach a unit of study utilizing appropriate software as well as off-line activities and materials. Prerequisite: TIE500 or equivalent. *2 semester hours*

158 **TIE521 Microworlds: Logo Programming Environments**

This course provides an introduction to the philosophy and principles of microworlds, in general, and the Logo language specifically, and its application in the classroom. Students will write programs involving turtle graphics, numbers, words, and lists, including recursive list processing. They develop a library of Logo procedures, utilities, and curriculum materials for classroom applications. Prerequisite: TIE500 or equivalent. *2-3 semester hours*

TIE531 Instructional Design of Software

In this course students learn the principles of instructional design and apply them to the development of a computer-assisted instructional module. Prerequisites: six semester hours of technology in education courses and EPS510, or consent of the instructor. *2 semester hours*

TIE532 Microcomputer Technology

This course provides the educator with an overview of microcomputer hardware and digital electronics. The emphasis is on understanding how computers work and how they interface with peripheral devices. Topics to be covered include computer logic, selection and utilization of microcomputer peripheral devices, and simple maintenance. Prerequisite: six semester hours of technology in education courses. *2 semester hours*

TIE535 Teaching with Technology Across the Curriculum

This course will focus on strategies for integration of technology into classroom practice. Students will explore a variety of teaching strategies for using technology across the curriculum. They will design and implement lessons demonstrating appropriate ways to use computer technology to meet existing curricular objectives and to expand curricular options. *2 semester hours*

TIE542 Telecommunications in the Schools

This course examines the ways telecommunications is used in education. Students will use online information services, local electronic bulletin boards, the World Wide Web, and other Internet services to communicate worldwide, search for and access global information resources, participate in online conferences, upload and download files, and access remote computers. Students will plan and develop instructional activities that integrate telecommunications into the curriculum. Prerequisite: TIE500 or equivalent. Students cannot get credit for TIE585N and TIE542. *2 semester hours*

TIE544 Classroom Applications of Hypermedia/Multimedia

In this course students use hypermedia software to develop multimedia learning activities relevant to the school curriculum. Topics include buttons, text fields, graphics, user interaction, animation, sound, music, on-screen video, videodiscs, and audio compact discs. Students also review commercially available multimedia products and use them to develop custom presentations for the classroom. Prerequisite: TIE500 or equivalent. *3 semester hours*

TIE545 Programming in HyperTalk

This course provides an introduction to object oriented programming using the HyperTalk language. Students will write and modify scripts that involve user interaction, conditional decisions, loops, graphics, text manipulation, computation, and functions. Emphasis is on using modular programming techniques to solve specific problems. Prerequisites: TIE544; TIE531 recommended. *2 semester hours*

TIE546 Telecommunications in the Schools: Advanced Topics

This course deals with advanced topics as students continue to examine the ways telecommunications can be utilized in education. Students will understand the technical considerations of connectivity and differentiate types of telecommunication connections. Students will further explore and use a wider variety of Internet services, such as Internet Relay chat, video conferencing and Usenet groups. Issues of publishing content on the World Wide Web will be addressed. Students will also plan and implement instructional activities that integrate telecommunications into the curriculum, as well as plan and implement staff development programs. Students will seek out information concerning grants and funding for school telecommunications projects. Prerequisite: TIE500 and TIE542. *2 semester hours*

TIE550 Desktop Publishing for the Classroom

Students will use desktop publishing software to prepare school newsletters, instructional materials and other desktop publishing products that are useful in a school environment. They will consider the principles of design and layout for print media and explore the many ways in which teachers and students can utilize desktop publishing in the classroom. Prerequisite: TIE500 or equivalent. *1 semester hour*

CPE551 Desktop Presentation Software

Students will use desktop presentation software to organize information and design presentations for use in the classroom and for professional presentations. They will outline information, create note sheets and student or audience handouts, and design slide presentations. Prerequisite: TIE500 or equivalent. *1 semester hour*

TI553 Computer Images and Video as Classroom Resources

Students will select and create visual images to represent information and communicate ideas. They will use color scanners, digital cameras, video digitizers, photo CD's, video editing software, image capturing software and download photos and movies from online services. The resulting images and video will be integrated into a variety of educational applications. Prerequisite: TIE500 or equivalent. *1 semester hour*

TIE554 Local Area Networking in the Schools

In this course students will encounter and analyze the factors involved in planning and installing a local area network for their school setting. Hands-on experience, technical research and project planning and development will be the primary instructional strategies. The knowledge base, process and technical skills used in this class will empower the students to become key participants in the development of networks at the building level. Prerequisites: TIE500 or equivalent; TIE532 recommended. *2 semester hours*

TIE555 Advanced Networking in the Schools

In this course students will encounter and analyze the factors involved in enhancing and expanding network infrastructure in their institutional setting. Hands-on experience, technical research and project planning and development will be the primary instructional strategies. The knowledge base, process and technical skills used in this class will empower the students to become key participants at the school and/or district level. *2 semester hours*

TIE583 Workshop/Technology in Education/Contemporary Issues

1 semester hour

TIE584 Workshop/Technology in Education/Curriculum Materials

1 semester hour

TIE585 Workshop/Technology in Education/Instructional Practices

1 semester hour

TIE585C Workshop/TIE/Instructional Practices/Using Technology in Teaching Science

Students will explore and evaluate a variety of computer-based technologies for teaching science in the elementary and middle school classroom. They will develop criteria for making curricular decisions for including technology in school science programs. Students will explore how computers and technology improve science literacy and help the visualization of scientific concepts and principles. Prerequisite: TIE500 or equivalent. This workshop is not intended for students in the Technology in Education program. *1 semester hour*

TIE585L Workshop/TIE/Instructional Practices/Using Technology in Teaching Mathematics

Students will explore and evaluate a variety of computer-based technologies for teaching mathematics in the elementary and middle school classroom. They will develop criteria for making curricular decisions for including technology in school math programs. Students will explore how computers and technology support and enhance math instruction and assist in the visualization of mathematics concepts. Prerequisite: TIE500 or equivalent. This workshop is not intended for students in the Technology in Education program. *1 semester hour*

TIE585N Workshop/TIE/Instructional Practices/The World Wide Web as an Educational Resource

Using a World Wide Web Browser, students will explore and search the vast informational resources of the Internet. Students will develop instructional activities which appropriately integrate telecommunications on the Information Superhighway into the curriculum and consider the ethical issues involved in tapping this virtual library of information resources. Prerequisite: TIE500 or equivalent. This workshop is not intended for students in the Technology in Education program. *1 semester hour*

TIE587 Workshop/Computer Education/Programming

2 semester hours

TIE593 Seminar/Technology in Education

This course provides a culminating experience for students of computer education. Emphasis is on current trends and issues, seminal readings, and research findings related to the use of technology in education. Issues related to curriculum planning, program evaluation, and staff development at the school and district level will be addressed. Students are required to complete a minimum of 15 hours of field experiences as part of this course. Prerequisite: Completion of 12 semester hours of Technology in Education courses including TIE510 and TIE531. M.Ed. and M.S.Ed. students should also have completed ESR506 and ESR507. *2-3 semester hours*

TIE594 Independent Study/Technology in Education

Independent study provides an opportunity for degree-seeking students to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical school problem. *1-3 semester hours*

TIE595 Selected Topics/Technology in Education

1-3 semester hours

TIE599 Thesis/Technology in Education

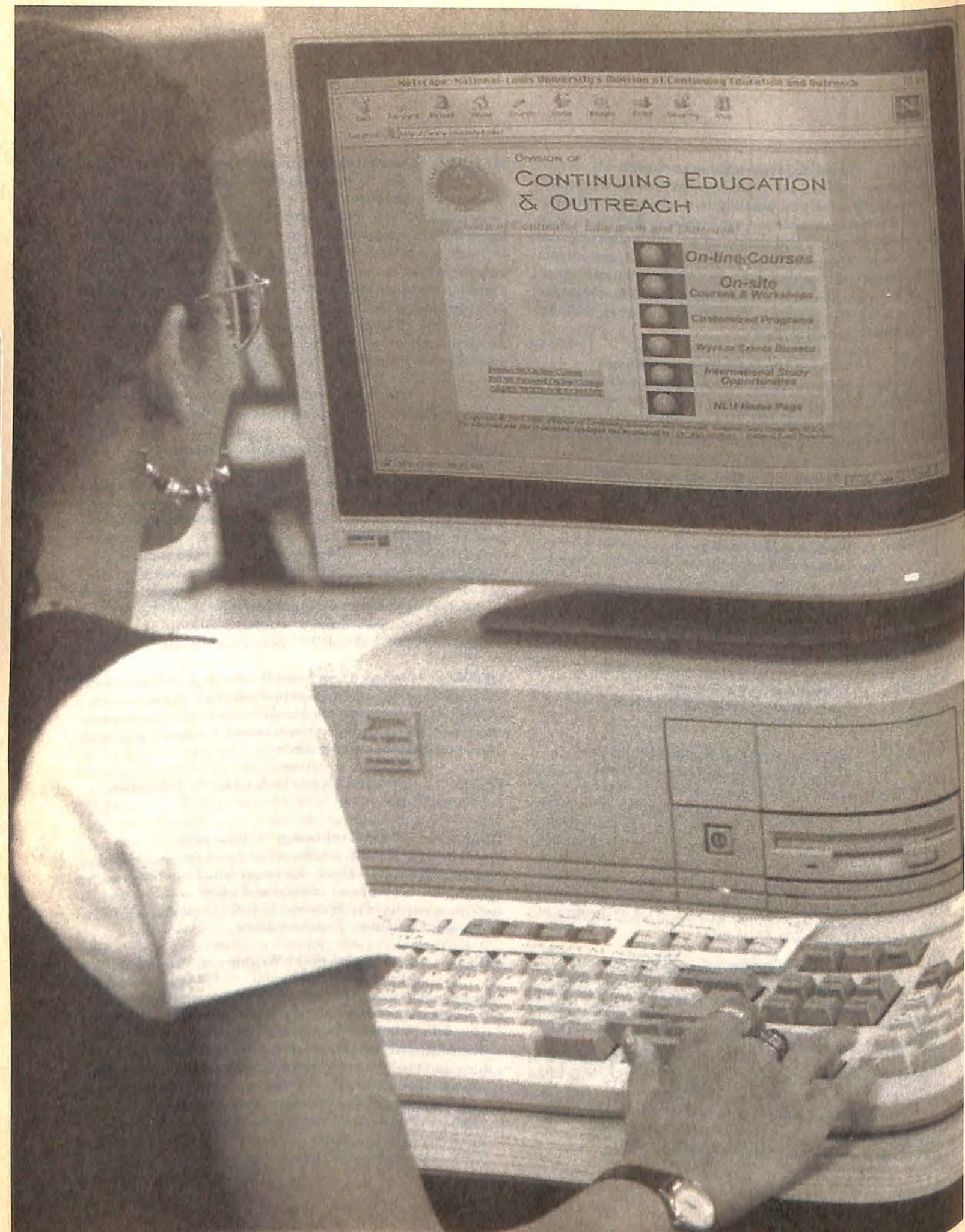
Required of all M.S.Ed. students. The thesis produced by the student is a formal written document which investigates a theory or particular point of view and which is the result of disciplined inquiry. Prerequisites: ESR502, ESR503, TIE593. On-campus registration. *2 semester hours*

RLL541 Computers in the Writing and Reading Program

Students in this course will explore the ways in which computers and other technologies support and enhance literacy programs. Topics will include word processing software, CD ROMs, multimedia, and an overview of available software for both writing and reading development. Prerequisites: One writing course (or consent of instructor) and familiarity with the use of a word processor. Not a program course for Technology in Education students. *2 semester hours*

Continuing Education and Outreach

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Division of Continuing Education and Outreach

The Division of Continuing Education and Outreach (CE+O) views learning as a lifelong process. Educational opportunities offered through the division provide the means for individuals to pursue their academic goals, enhance their professional development, and expand their interests. Through its workshops, courses, customized training programs, and on-line offerings, CE+O brings the University's academic strengths and expertise into the community and the workplace. CE+O's offerings cover a wide range of academic and practical subjects and are scheduled to accommodate the lifestyle of busy adults. Graduate and undergraduate credit, as well as the Continuing Education Unit, may be provided.

CE+O serves the University and external communities in six areas:

- *Quarterly Series of Courses and Workshops:* These offerings are designed to serve professional communities primarily in human services, education, adult education, and business. Offerings in this series may help individuals meet professional requirements for certification, licensure or other credentials. They also enhance NLU degree programs by providing students with specialized topics to support their program studies. They are delivered on campus and at designated sites in the community.
- *Workplace Instruction and Training:* Customized instruction is delivered to employees and managers in businesses, corporations, government, community agencies, and associations and organizations. Focusing on skills training, computer applications, language acquisition, human services training, and childcare, these instructional modules are designed to meet the specific educational needs of the organizations in which they are delivered.

- *District Programs:* Graduate courses and faculty development workshops are delivered in public school districts to teachers. These are tailored to meet the learning needs of the faculties.
- *International Projects:* These projects include study travel outside the United States for graduate and undergraduate students as well as new international ventures that bring NLU's educational expertise to other countries.
- *Special Projects and New Initiatives:* CE+O seeks grants, contracts and sponsorship for opportunities to serve the community through specific outreach efforts. In addition, the division may develop and implement the trial of new initiatives on behalf of the University or one of its colleges.
- *Internet On-line Course Series:* This course series, pioneered by CE+O, is the University's only Internet instructional opportunity offered entirely on-line and requiring no residency. The series offers asynchronous credit-bearing courses that a student may access from a computer anywhere in the world.



General Information

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Admission

All students taking courses at National-Louis University should understand that credit toward a graduate degree at the University is awarded only upon formal admission to a program of graduate study. Each college has its own specific admissions requirements. Please see your college's section (in this catalog) for the respective admission requirements.

Classification of Students

Degree-Seeking Students

Degree-seeking students are those who have been admitted with the expectation that they will complete the requirements for any postbaccalaureate degree or certificate for which they have enrolled. They are expected to make regular and steady progress towards the completion of their degree or certificate in consultation with their program advisor. Time limits vary by program.

Nondegree-Seeking Students

Students holding at least a baccalaureate degree are eligible to enroll for graduate courses as nondegree-seeking students. Nondegree-seeking students are subject to all regulations of the University.

Should nondegree-seeking students wish to be admitted to a degree program, or to a certificate program, they must apply through the Office of Graduate Admissions. Any application toward degree, diploma or certificate requirements of courses taken as a nondegree-seeking student will be evaluated upon application for admission for degree-seeking status in accordance with prescribed limitations.

Readmission of Former Students

Each college has its own readmission requirements. Please contact the Office of Graduate Admissions for specific policies and procedures.

Admission of Veterans

National-Louis University is approved for benefits for the education of veterans, active duty service personnel, disabled veterans, and qualified dependents (widows, war orphans, etc.) in most of our locations. Veterans who seek admission should follow the regular admission policies, but should also contact the Veterans Affairs Coordinator in the Registrar's Office at the student's home campus. This should be done as early as possible to expedite handling of applicants' VA forms and counseling. Veterans must be admitted to qualify for benefits.

International Student Admission

International student applicants are required to present official records of scholastic achievement and evidence of proficiency in spoken and written English as a prerequisite for admission. In addition, the admission requirements of each respective College must be fulfilled.

Before the I-20 can be issued for applicants intending to study in the United States, the following requirements must be satisfied:

1. Application for admission accompanied by;
2. Application fee (nonrefundable);
3. Letters of recommendation or references;
4. Credential evaluation by an approved agency; and
5. Financial affidavits showing ability to meet all financial responsibilities, including transportation costs, round-trip and summer costs, and certification that return fares are on deposit.

The Student Right-To-Know and Campus Security Act

Information related to "The Student Right-To-Know and Campus Security Act" is available to all prospective students and their parents on request through the Office of Student Affairs.

Financial Aid

National-Louis University offers financial aid to qualified students *accepted for admission who enroll at least half-time as degree-seeking students*. The information on financial aid contained in this catalog is subject to changes or deletions without notification.

Financial aid programs for graduate students can be divided into two broad categories: gift aid and self help. Students must be enrolled at least half-time (four semester hours per quarter) to be considered for financial aid.

I. Gift Aid: Scholarships or grants that do not have to be repaid.

A. Private Scholarships. Over the years a number of individuals and special interest groups have provided monies to establish private scholarships. Typically these scholarships have specific criteria and further information can be obtained from appropriate program directors.

B. Graduate Fellowships. Further information can be obtained from appropriate program directors.

II. Self Help: Loan programs. Special Note: You must first be accepted for admission to the University to have a loan application certified by the Financial Aid Office.

A Federal Stafford Student Loan is a low-interest loan by a lender such as a bank, credit union, or savings and loan

168 association. You may be eligible to borrow up to \$8,500 per academic year to help pay the costs of tuition, books, supplies, fees, and other education-related expenses. You must demonstrate a NEED for Subsidized Stafford assistance. The need analysis document must be completed by the borrower and submitted to the Financial Aid Office for processing to determine financial need. The amount of the subsidized Stafford Loan you may be eligible to borrow will depend on the results of the need analysis, but not to exceed \$8,500 per academic year. Repayment of the loan begins six months after you leave the program. An Unsubsidized Federal Stafford Student Loan may also be taken in addition to a Stafford Student Loan. While this loan is not based on financial need, eligibility for the Stafford Student Loan must first be considered. Graduate students may borrow up to \$10,000 per academic year through this program.

You should contact the Financial Aid Office for application materials to apply for the Federal Stafford Student Loans.

In addition to the federal and institutional programs listed above, there are a number of other possibilities. Places of employment and labor unions may have programs to help pay educational expenses. Foundations, religious organizations, community organizations and civic groups are all potential sources of funding.

The federal and state governments and National-Louis University all require applicants to submit various documents. Applicants should insure that such requests are quickly and accurately answered to prevent a delay in processing.

Deferments

Once a student is registered on at least a half-time basis, the student's outstanding student loans *may* be deferred. A deferment form should be requested from the lender or the loan servicer. Consolidated loans may not have this option. The form should be submitted to the Registrar's Office after the first week of classes. Enrollment certifications are completed and returned to the lending institution after the drop/add period. Deferments for graduate students are completed each term.

III. Standards of Satisfactory Progress for Eligibility for Financial Assistance at National-Louis University.

General Policy Statements

- The same rules apply for all financial assistance programs (National-Louis University, state, and federal), including Federal Stafford Student Loans and Federal Unsubsidized Stafford Student Loans.
- These standards apply only to eligibility for financial aid, and not necessarily to eligibility for continuation at the University, or for readmission to the University.
- Students whose progress is reviewed and considered to be unsatisfactory will be declared ineligible for all financial aid.

Policy Statement - Qualitative Measure

- To maintain eligibility, a student must complete each term of graduate enrollment and receive grades of A, B, C, P or X in at least 50% of courses attempted. "Courses attempted" include withdrawals (W), in-progress evaluations, no credit (N), D and F grades. The student must also maintain a 3.0 cumulative GPA each term. Failure to meet these standards shall be considered "unsatisfactory progress." **Note: Students admitted on a provisional status will be placed on "Financial Aid Academic Warning" for their first term of enrollment.**
- Warning letters will be sent to students who appear to be in danger of losing financial aid. The student will have one term to achieve satisfactory progress after the term for which the warning is given.
- To regain eligibility for all financial assistance programs (National-Louis University, state and federal) once unsatisfactory status has been declared, students must:

- complete all courses attempted at National-Louis University with grades of A, B, C, P or X;
- have a cumulative GPA of 3.0.

Reinstatement of financial aid eligibility will be effective for the term following the successful completion of the criteria established above.

Payment Information

Flexible Financing Options

This overview will provide you with general information regarding payment plans available to help you in reaching your educational goals. **Completion of a promissory note is required.** The promissory note must accompany all mailed registrations. Please read the Promissory Note Terms and Conditions.

NLU payment plans are calculated on a term basis.

Option #1: Full Payment Tuition Payment Plan*

Students enrolled in a field or cluster program can receive an 8% discount on the cost of their program if they pay for the entire program by the first day of the first term. Awarded financial aid cannot be used for this option.

Option #2: Term by Term Tuition Payment Plan

Payment for each term is made at registration.

Option #3: Deferred Tuition Payment Plan

Payment for each term is made in three equal installments. One-third of the term's tuition is due at registration, with the remaining two payments due thirty and sixty days from the first day of the term. There is a \$25.00 handling fee to participate in this plan which is assessed with the first payment of each term. To participate in this plan, take the total cost of your tuition, divide by three and add the \$25.00. Remit the calculated amount with the registration form. You will be billed for the remaining two payments during the term.

Option #4: Financial Aid

Financial aid in the form of need and non-need based programs are available to eligible students. Financial aid recipients may be required to remit monthly payments. Financial aid applications must be completed at the time of registration. Any amount not covered by awarded/estimated aid must be paid at the time of registration. Students must be formally admitted, registered and not in default on federal aid in order to be eligible for financial aid.

Option #5: Direct Billing To Employer

Under this plan, the employer pays the University directly for all or a portion of the tuition fees. Payment from the employer or information regarding where to bill for the classes must accompany the registration.

Option #6: Tuition Reimbursement:

Under this plan, a student can defer tuition paid directly to them by their employer through tuition reimbursement. The student is responsible for a minimum for 25% of the term's tuition at the beginning of the term. This 25% can be paid through Options 2, 3, or 4. The remaining 75% of the term's tuition is due 30 days after the posting of the term's grades. There is a handling fee of \$25 per term to participate in the plan. A copy of the employer's reimbursement policy and the student's eligibility for reimbursement must accompany the student's registration and promissory note.

*Available only to field and cluster program students.

National-Louis University Refund Policy

National-Louis University adheres to a fair and equitable refund policy as mandated by federal regulations from the U.S. Dept. of Education. This policy applies to students who withdraw from the University. A student is determined to have withdrawn from the University when ALL COURSES for which the student registered in a given term are subsequently dropped. In order to obtain a refund, the student must officially withdraw in writing through the Registrar's Office.

- Withdraw no later than the end of the second week of the term: 100% refund less administrative fee.

- Withdraw after the second week of the term and up to 60% completion of the term: Refund is based on the percentage of the term remaining when the student withdraws less the administrative fee.
- Withdraw after 60% of the term has been completed: No Refund.

*An administrative fee of \$100 or 5% of total institutional charges, whichever is less, will be assessed on all withdrawals.

For further information, please contact any Student Account Office at the following numbers:

Student Account Office Locations

| | |
|---|---|
| Chicago Campus 18 S. Michigan Ave. 2nd Floor 800-443-5522, Ext. 3277 | Evanston Campus 2840 Sheridan Rd. 1st Floor 800-443-5522, Ext. 2528 |
| Wheaton Campus 200 S. Naperville Rd Enroll Building 800-443-5522, Ext. 4505 | Wheeling Campus 1000 Capital Dr 3rd Floor 800-443-5522, Ext. 5222 |

Payment Plan Promissory Note

Terms and Conditions

- In signing the NLU payment plan application, I agree to pay the tuition/fees/room and board assessed or other charges incurred and charged to my account in accordance with my chosen Plan.
- I understand that if I chose the Full Payment Option payment in full, less an 8% discount on or before the first day of class. If payment is not received on or before the first day of class my account will automatically default to the term-by-term option, which will require the first term's tuition/fees/room and board, less other charges incurred to be paid immediately.
- Term-by-Term option requires payment of a term's tuition/fees/room and board and other charges at registration. My failure to pay the term charges before the first day of class will result in a late fee of not more than \$5.00 as well as finance charges of 1.5% per month assessed on the total unpaid charges on the 30th day of delinquency and subsequent months until the balance is paid-in-full.
- I understand the Financial Aid option requires a completed financial aid application at the time of registration. I understand that if aid has not been awarded at the time of registration, monthly payments of \$150.00 are required until the aid has been awarded. I understand late fees of not more than

\$5.00 per month will be assessed on accounts that do not have aid awarded by the first day of classes for any given term. I understand that if after 90 days, aid is not yet awarded, finance charges of 1.5% per month on the total unpaid charges will be assessed until the balance is paid in full. I understand that financial aid must be applied to my account for my unpaid charges before a refund check can be issued.

- I understand that under the Direct Billing to Employer option, NLU will bill the employer at the beginning of the term for all tuition/fees/room and board and other charges incurred. NLU will expect payment in full within 30 days of billing. I understand that if payment is not forthcoming, I am responsible for the bill and will be subject to monthly late fees of not more than \$5.00 per month and monthly finance charges of 1.5% per month on the total unpaid charges more than 30 days past due until the balance is paid-in-full. A letter from my employer indicating my eligibility must be received by NLU in order to be eligible for this option.
- I understand that under the Tuition Reimbursement option, I am responsible for a minimum of 25% of the term's tuition/fees/room and board and other charges by the first day of class. If my employer is reimbursing at less than 75% of the term's charges, I am responsible for the percentage difference by the first day of class. I understand that I may choose any other option to pay my percentage of responsibility and that portion of my account will be governed by the rules and regulations of that option. I understand that there is a \$25.00 handling fee per term for this option and will be incorporated in my first payment. I understand that payment in full for the terms tuition is due 30 days after the posting of my grades for that term, regardless of the grades. I understand that if my employer does not pay for these classes, I am required to pay in full immediately. Payments more than 30 days past due are subject to late fees of not more than \$5.00 per month and monthly finance charges of 1.5% per month on the total unpaid balance. A letter from my employer indicating my eligibility must be received by NLU to be eligible for tuition reimbursement.
- I agree that demand of payment, presentment for payment, notice of dishonor, notice of non-payment, and all other notices except those required by law are hereby expressly and severally waived by the student, and is understood that NLU may, without notice, and without affecting liability of such student, renew and/or extend this agreement, accept partial payment thereon, or settle or compromise the amount due or owing.
- Notice is given that NLU may at its option, report and access good and bad credit information (i.e., credit ratings, etc.) to/from Credit Bureaus and other appropriate non-campus organizations.

- If I fail to comply with the terms and conditions of this agreement, NLU may: a) refer the account to a collection agent for further collection efforts, b) initiate legal proceedings, c) withhold institutional services, such as transcripts or diplomas, and d) assess all costs of collection.
- Notice is give that NLU, in the usual conduct of its credit granting and collection activity, may release the student's Social Security Number to non-campus organizations.
- In order to register for subsequent terms, or receive transcripts, accounts must be current by the due date.
- If I fail to make any payment when due, NLU may declare my entire balance due and payable 15 days after giving me written notice of default and after my failure to cure such default.
- I am aware that I cannot register for classes without the permission of the Student Account Office while owing any part of the prior terms tuition/fees/room and board and other charges. Furthermore, I agree/am aware that a Hold may be placed on my records to prevent such a registration.
- I agree to pay all tuition/fees/room and board and other charges in full, this agreement notwithstanding, before any financial aid will be disbursed/refunded to me.

The Promissory Note must accompany all registrations.

Registration and Credit

Registration

On-campus registration is conducted before the opening days of each university term. Walk-in and mail-in deadlines for registration are established each term. The dates for registration are published each term in the University on-campus Course Schedules. You may register by mail or in person at the Registrar's Office at the Chicago, Evanston, Wheaton and Wheeling campuses. You may fax registrations to the Evanston or Wheeling campuses. Check the term schedule for office hours.

On-campus graduate students must be officially registered for courses in the current quarter/term at the current tuition rate before they sit or participate in the class. Payment of fees must be made at the time of registration. Late registration is permitted after the quarter begins and up to the fourth clock hour of the class.

Field program graduate students must be officially registered in the current term with the cohort group that begins in that term before they sit or participate in the first class.

Some programs require students to register for their programs at a designated registration meeting. Those students will be notified of the locations and times prior to the registration meetings.

Audit

A student may audit any course. The student may participate in any and all requirements of the course including examinations. However, auditors will not receive academic credit for the course and must indicate "Audit" at time of registration. Change to a credit enrollment may be made only during the first week of class. Auditors pay regular tuition.

Registration for Thesis

Students must register for thesis credit, using the appropriate departmental prefix code in front of the thesis course number (xxx599). For National College of Education students, Research Design and Analysis (ESR503) is a prerequisite to thesis registration.

On-Campus Student Withdrawals

Graduate students may withdraw after the seventh hour of the class through the last class session and this is recorded as "W" on the academic record. Withdrawal from a course is done either by signing the withdrawal form in the Registrar's Office or by writing a letter to the Registrar's Office. The date of withdrawal is the date the form is signed, or the postmark on the withdrawal letter. Please see page 169 for Refund Policy.

In the event that a course is cancelled, tuition paid will be carried as a credit until the student notifies the registrar in writing of intention to change to another class or request a refund.

Field Student Withdrawals

A written withdrawal should be mailed to the Wheeling Registrar, for Chicago area students, or to the Director of Academic Services at the out-of-state campuses. For Chicago area College of Education students, a written withdrawal should be sent to the College Dean of NCE. A student who withdraws after the third class session of any term will be assigned a "W" grade, if no other grade has been assigned by the instructor. See Refund Policy on page 169. For students in Wisconsin and Georgia, the last date of attendance will determine refund calculation.

Unit of Credit and Student Load

The graduate unit of credit is the semester hour. Eight semester hours per term is considered full-time enrollment.

Evaluation of Student Progress

Graduate students are evaluated on a traditional grading system with grades of A, B, C, D, and F. Quality points are assigned on a four-point system with A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. Grades of D are not accepted toward completion of degree requirements. The pass-no credit option is available only in courses so designated. "W" grade will be assigned to reflect a formal withdrawal by the student before the end of the term. Students are expected to maintain a 3.0 average. Failure to maintain a cumulative grade point average of 3.0 or better may result in suspension from the program.

In-Progress Grade Policy

If a student is unable to complete a course within the allotted period of time because of unavoidable circumstances or because of an extended project which cannot be completed in a single term, a grade of "I" (In-Progress) may be assigned, providing there is prior agreement between the student and the instructor. For on-campus students, requirements for course completion must be met before the end of the following academic term. The instructor of record for the course must complete a Grade Update Form and transmit the assigned letter grade to the Registrar's Office. If the course cannot be completed within this period of time, the student must petition for an extension of time. The instructor must approve the extension and notify the Registrar's Office of the extension. A grade of "IE" will be assigned to the course. If an "I" is assigned as a grade, the academic record will reflect "I". When the course is completed, the transcript will reflect a grade.

College policies vary with regard to time limits for completing "I" grade in Field Program courses. Each student should check his/her program limits. Grades of "I" which are not removed in the time allotted will automatically be lapsed to "N" (No Credit). All thesis courses (xxx599) are exceptions to the normal time limitation and will remain on the student's record as "I" until changed by satisfactory completion or withdrawal from the degree program.

Because of the intensive nature of the Field Program and the extended nature of the thesis/project report, "I" (In-Progress) grades are not automatically changed to "N" (No Credit). However, change to a letter grade and awarding of academic credit for the course is contingent upon the Registrar's Office receiving a Grade Update Form from the instructor of record for the course.

When the course is completed, the transcript will reflect a grade. The "X" grade is a deferred grade for approved courses designed to extend over more than one term.

Academic Standards

Students admitted with provisional status will be advised in writing as to the semester hours and/or term requirements (depending on the program) for attaining a 3.0 GPA and full academic standing. Workshops, independent studies, transfer credits, or internships/practicums may not be used in computing the GPA for students on provisional status.

If the GPA of a student admitted with full-standing status falls below 3.0, the student will be placed on academic probation. On-campus students will be notified in writing and given the maximum of four graded courses (not P/N), or 9 semester hours (depending on the program) taken at National-Louis University to raise the GPA to 3.0. Field program students will be notified in writing at the end of the term in which the cumulative GPA was computed and given to the end of the following term to raise the GPA to 3.0. Courses taken by students on academic probation to raise their GPA may not include workshops, independent studies, transfer credits or internships/practicums (except when taken by veterans receiving benefits).

If the student fails to raise the GPA in the designated probationary period, the student may be considered for dismissal.

If the student wishes to appeal any admissions related decision, he/she must petition the governance unit designated by the respective college to deal with student academic appeals. In some programs, if a student receives a "C" grade in a required course, that course may have to be repeated and a grade of "B" or better must be obtained.

Grade Reports

A grade report for all courses will be sent to students four to six weeks after the end of the term, regardless of the ending date of specific courses.

Graduation Requirements-All Postbaccalaureate Degrees

The University reserves the right to change the requirements for graduation at any time, and every candidate for a degree shall be held to compliance with changes, as far as the uncompleted portion of her or his course of study is affected.

1. The student must be formally admitted in full standing.
2. The Registrar must have a Graduate Study Plan on file (if required by the program).
3. The student must have satisfied all the requirements and regulations of the individual college and program by the term completion date.
4. Generally the student must fulfill all degree requirements, to include required course work, thesis, research project and/or comprehensive examination as required by the student's specific degree program to which he or she is admitted, within six years from the

beginning of the first course taken at National-Louis University. The College of Management and Business has a 10 year limit. All doctoral students are required to complete all degree requirements within eight years from the date of admission. Please see your degree program for specific time limitation requirements.

5. When a thesis is a required part of a degree program, students must have completed the thesis and have confirmation that it is fully approved. The approved thesis manuscript must be in the possession of the Thesis Coordinator, ready for binding thirty days before the end of the term.
6. A 3.0 grade point average is required for graduation.
7. The student must fulfill the residency requirement for his/her particular degree/program. Please see your degree program for residency requirements. Required courses are shown on each student's Graduate Study Plan; a list of approved electives may be obtained from the advisor or the program director.

Application for Graduation

There are three graduation dates during the year, one in June, one in August and one in December. Transcripts and diplomas reflect the degree awards as of those dates.

Students must apply for a diploma and pay a graduation fee. There is a final deadline for application for each completion date. Deadline dates are published each term in the class schedules. Students who apply for diplomas after the published deadline will be included as candidates for the next degree completion date. Students should write the Graduate Registrar's Office, 1000 Capitol Drive, Wheeling, IL 60090 to obtain a diploma application or to change completion dates for a previous application. Information concerning application for graduation may also be obtained at the Academic Services Office at any local campus. There is an additional \$25.00 fee each time a diploma is reordered.

Diplomas will be mailed approximately six weeks after the degree award date. Students who wish to participate in a commencement ceremony will also pay a cap and gown fee. An official transcript will be available a few weeks after the graduation date reflecting the degree completion.

All financial and other obligations to the Business Office, Library, faculty or other university offices, must be cleared. No transcript or diploma will be issued if there is any outstanding encumbrance.

Transcripts

Official transcripts are available to be sent upon request. All requests must be made in writing to the Registrar's Office, 1000 Capitol Drive, Wheeling, IL 60090. (Except for students attending the Northern Virginia/Washington DC Academic Center.) The fee per transcript is \$5 for regular service (7-10 days) and \$10 for next day service. NO SAME DAY SERVICE IS AVAILABLE. A grade will not be listed on the official transcript until a student has received a grade report for that course.

It is recommended that official transcripts be sent directly by the University to schools, employers, agencies, etc. Students may, however, request official transcripts be sent to themselves. In that case, the official transcript will bear the statement ISSUED TO STUDENT.

Transcript requests should include student name (married and/or single), social security number, plus name and address where transcripts are to be sent. If specific terms or specific course grades are to be included, that information should be clearly stipulated on the request so that the transcript is not sent before those grades are posted to the record.

Transcripts will not be issued if there is any financial encumbrance.

A transcript of a student's record is the property of National-Louis University and is not property of the student. National-Louis University has no obligation to release a transcript to a student, but customarily does so if the student has met all of his/her obligations to National-Louis University.

All transcript requests should be sent to the Transcript Department at the Wheeling Campus except for students who attend the Northern Virginia/Washington, DC, Campus. They should contact the Office of Academic Services at that campus.

Student Rights and Responsibilities

I. Class Attendance

Attendance is important to the accomplishment of university curriculum objectives. The University has a no-cut attendance policy; therefore, students are expected to be present for all scheduled meeting of courses.

In case of an absence from class, students are encouraged to give prior notice to the instructor. If illness or other necessity causes prolonged absence, students should consult with the instructor and the registrar. In such cases a physician's statement may be required.

II. Family Educational Rights and Privacy Act of 1974

In compliance with the Family Educational Rights and Privacy Act of 1974, also known as the Buckley amendment or FERPA, National-Louis University protects the rights of students and their parents with relation to the accuracy and privacy of their educational records. In accordance with the provisions of this act, National-Louis University has established basic policies to prevent the release of any personally identifiable information regarding any of its students, without first having received the consent of the student (or, in some instances, the parent). In addition, procedures have been established by which a student (or, in some instances, a parent) may request to examine his/her educational records, may challenge any portion of the record, and may request the opportunity to have any inaccurate, misleading, or otherwise inappropriate data deleted or corrected, or may have inserted into the record a written explanation regarding the content of the record.

In the Clara Belle Baker Demonstration School, the rights detailed and discussed in these policies and procedures belong to the parents of the students. In the undergraduate and graduate schools of the University, these rights belong to the student. However, the parents of a student who is financially dependent upon the parents (as defined in Section 152 of the Internal Revenue Code of 1954) may have access to the student's record without first obtaining the student's consent.

III. Release Policy

To totally prohibit the release of even a student's name or dates of enrollment, for example, would be as much a disservice to students as it would be an imposition on the daily functioning of the school. The law permits certain categories of information to be designated as directory information and to be released without requiring written consent, provided the student (or parents where appropriate) has been notified what information is included as directory information and been given a specific time to request any such information to be withheld from release.

The University has designated as directory information the following categories:

- A. Student's name
- B. Local address and telephone numbers (of currently enrolled students only)
- C. Dates of enrollment
- D. Area of academic concentration
- E. Diploma or degree awarded
- F. Honors or awards received
- G. Announcement of public performances and ceremonies officially recognized by the University.

No other personally identifiable information about a current or former student may be released to any person or agency outside the University except by the written, signed and dated request of the student (or parent, where appropriate) specifying the information to be released and to whom it is to be released. At the request of the student (or parent), a copy of the information to be released will be provided when he/she consents to the release. (The Privacy Act provides for a number of exceptions to this rule whereby information may be released to accrediting agencies, certain federal and state authorities, for reason of emergencies related to the health and safety of the student, etc., without notifying the student or parent.) A list of such exceptions may be obtained upon request. Emergency release of information may be necessary on approval of an appropriate administrative officer. In addition, notification shall not be given if the student (or parent, where appropriate) has directly made the request for the release of information. Within the school, certain information within a student's record may be necessary for an individual or an office for whom it was not originally collected. Such information may be made available to university officials, including instructors having legitimate educational interests.

A variety of academic decisions and judgments are essential to the orderly operation of an educational institution. Awarding transfer credit, course grades, admission to a specific program and certification for graduation are examples of academic decisions that affect an individual student enrolled in the University. Students have a right to expect that these important decisions will be made fairly by application of published policies and procedures. Individual students are entitled to a reasonable and timely review of academic decisions. At the same time, the collective good of the academic community requires the establishment and consistent application of policies, procedures, and standards. University faculty and staff also have a right to expect reasonable freedom to exercise collective and individual professional judgment within their recognized areas of expertise. This policy has been developed to insure fairness to all parties involved in such academic decisions.

This policy is limited to the review of academic decisions which are based on the application of established policies, procedures, or standards. It does not establish any individual right to review established policies, procedures or standards, or limit any existing rights to individually or collectively petition individuals or groups responsible for University policy. (See procedure in *Student Guidebook*.)

Academic Support Services

Student Services Center

Students will undoubtedly encounter questions and need assistance during their educational pursuits at National-Louis University. The Student Services Center's function is to simplify students' lives by providing a single location for information and help with most non-academic needs. The Center offers a personal approach which helps to enhance the students' university experience.

Located at the Evanston Campus, students from all campuses and field programs are encouraged to utilize the Center for information and assistance. Telephone messages left after office hours will be returned the morning of the next business day. All correspondence with students is conducted in a personal and confidential manner.

The Center is staffed with representatives that are able to answer questions and act as a liaison between university personnel and departments for the student. In some situations, the representative may need to do additional research or work with the student to assist in resolving more complex and personal issues.

The Center is able to assist students with most of their registrar and student account needs. Students can drop off completed paperwork to be sent to the appropriate department or campus. Departmental literature and forms are also available for distribution at the Center.

The Student ID/Global Card

The Student Services Center produces the university student ID card, known as the 'Global Card.' This card provides access to a variety of functions contingent upon campus location. These functions can include:

- photo identification
- access to the ILLINET Library Patron Program
- photo copy
- cafeteria/vending equipment
- bookstore purchases
- discount purchasing at local businesses
- access to campus buildings

Students should contact the Student Services Center or their local campus administration for current Global Card functions.

Academic Computing Services

The University provides the computer resources and services needed for the scholarly pursuits of students and faculty, including instruction, research and library services. Academic computing services:

- manages general purpose computer labs at selected locations.
- acquires and maintains instructional software.
- consults with faculty on computing questions and problems.
- assists faculty and students in purchasing computer equipment through selected educational discount programs.
- provides direction and planning for computer technology at the institution.

Services and programs vary by location. Check with your local campus or center for available resources.

Libraries and Audiovisual Services

The mission of the University Library is to provide a comprehensive program of library and instructional media services to support the curriculum. Whether students are enrolled in on-campus or off-campus programs, all NLU students have access to the resources of the University Library.

The Library serves as an active partner in the teaching and learning processes and activities of the University. Librarians at each campus teach library research skills to classes, small groups, or individuals. The goal of the library instruction program is to promote information literacy and reading, teach students to utilize libraries effectively and encourage lifelong learning. Faculty may make arrangements for a library instruction, or students are encouraged to make individual appointments with a librarian.

The Illinois campuses of NLU have libraries with collections of more than one million books, journals, electronic databases, curriculum materials, children's literature, ERIC documents on microfiche, audiovisual materials, and computer software in the academic disciplines taught at NLU: education, business and management, health and human services, psychology, and liberal arts. The Baker Demonstration School Library at the Evanston Campus houses an excellent children's literature collection. Special collections include Elizabeth Harrison's personal library, materials on the history of kindergarten and early childhood education, the William S. Gray Reading Research Collection, and the University Archives.

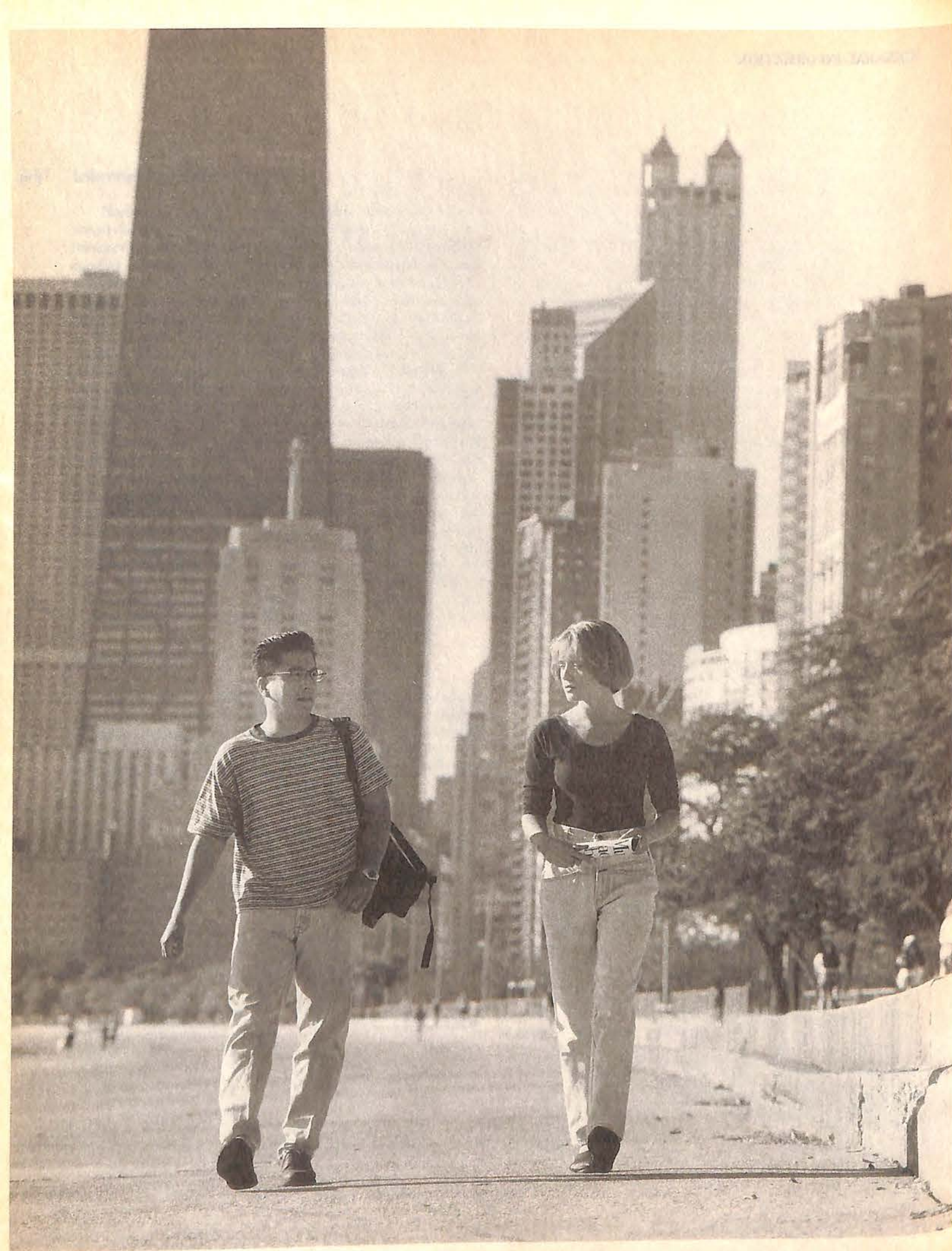
The library collections are decentralized, although the largest book collection and current journal collection is at the Evanston Campus. The Wheeling Campus houses a large retrospective journal collection. The Instructional Media Center at the Evanston Campus houses and circulates the audiovisual collection. The Chicago, Wheaton, and Wheeling Campuses maintain fully staffed branch libraries with books, journals, ERIC documents, curriculum materials, and audiovisual equipment to support the instructional programs taught at each campus. An inter-campus shuttle system for the Chicago-area campuses ensures quick delivery of materials between campuses.

The Elgin Campus and the out-of-state campuses in Atlanta, Beloit, McLean, Milwaukee, Orlando, St. Louis, Tampa, and Washington D.C. have an "electronic library". Each campus has a computer workstation(s) with access to the Library's online catalog and electronic databases. Some campuses have additional bibliographic databases on CD-ROM (compact disc-read only memory) that provide bibliographic citations, abstracts, and in some cases, full-text journal articles. Books and journal articles are mailed to out-of-state students and faculty from the Interlibrary Loan Office at the Evanston Campus. The Evanston Campus Reference Department provides reference assistance through a toll free reference hotline and customized database searches upon request.

In May, 1989, National-Louis University became a member of the Illinois Library Computer System Organization (ILCSO), a consortium of 46 public and private higher education institutions in Illinois with library collections exceeding 25 million volumes. Materials are delivered quickly from the other libraries through a state-wide van delivery system. Membership provides direct borrowing privileges for NLU students and faculty with an NLU identification card at any ILCSO library. The University Library also participates in resource sharing through the OCLC cooperative network and the North Suburban Library System.

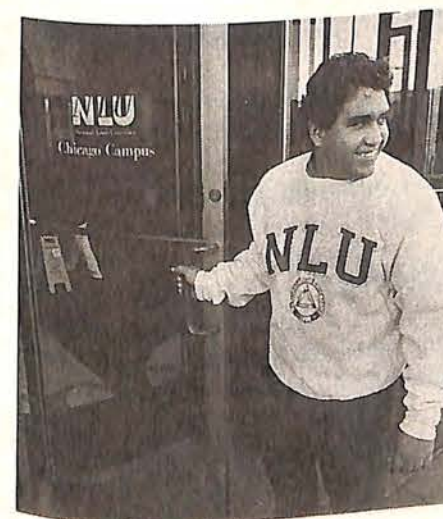
The ILCSO libraries share a centralized library automation system (ILLINET Online) with dial access from home or office with a computer and modem. ILLINET Online includes, in addition to the book catalog, access to electronic databases, some with full-text journal articles. Additional databases, covering all disciplines, are accessible from the library only. The ILCSO member libraries are:

Aurora University
Barat College
Benedictine University
Bradley University
Catholic Theological Union
Chicago State University
Columbia College
Concordia University
DePaul University
Dominican University
Eastern Illinois University
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Governors State University
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